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THIS annual School Number of the JOURNAL is devoted, as usual, to the presentation of ways and means by which public libraries and public schools are working in common in the cause of good reading. Mr. Clark's brief statement of the three methods chiefly in vogue gives a fair idea of the machinery by which co-operation between libraries and schools is carried on in this country. There is a fourth method, which has been adopted in Great Britain to some extent, which seems to promise almost better results—the establishing of a joint "library-school" commission or board to control the school work of the libraries, and the providing for the maintenance of this work from a special "library-school" fund. It is evident that the relations of library and school on what may be called the mechanical side need to be more carefully worked out than has yet been done; but it is evident also that the uneven and inadequate methods now in vogue have resulted within a very few years in an enormously increased and improved use of books by children and teachers in the routine of school work. One of the most significant indications of the growing importance of the library in school work is seen in the various efforts made to instruct teachers and children in the use of books. Nothing probably would be more effective in improving public taste in reading than the regular instruction of teachers in the use of books, so that they in turn might give to their pupils something more than a mechanical ability to read and a perfunctory acquaintance with selections from school classics. The instruction recently begun at the Dayton Public Library and undertaken in varying degrees by other libraries, is a step in a direction that means a great deal to both the school and the library. It should not be long before systematic instruction in the first principles of library use, and particularly in the choice of books for children, is a part of training in normal schools. In simpler form such instruction would be of the utmost value in high schools and in grammar schools—not touching minute or technical details, but giving a clear working knowledge of how to use books, how to handle them, and where to look for the information that books can impart.

It is a pleasure to note the proposed organization of a national association of French librarians, and the issue of the first number of a French periodical devoted to library interests. These steps, if followed out as effectively as now seems likely, should mean organized library advance for almost the only leading country of the world that has not yet fallen in line with the modern library movement. In Great Britain formal organization of librarians followed closely upon the beginnings of the American Library Association in this country; Germany, Italy, Austria have followed suit in later years; even in Australia a brave, though unsuccessful, attempt toward such organization has been made; but France, so progressive in all educational thought and activity has so far remained untouched by this spirit of associated library effort. This is the more surprising, as France has long been a centre for bibliographical enterprises and her librarians are famous for their contributions to scholarship and to the materials of research. Public library development, however, in the more popular sense of the term—the building up of public libraries as institutions for the use of the whole people and not peculiarly for scholars—has been limited very largely to the work of the Société Franklin and similar societies or religious bodies, and it is to the awakening of public sentiment favorable to this development that the French librarians have particularly to address themselves. The circular announcement of the proposed library association outlines also various means by which the efficiency of French libraries may be strengthened. Particularly interesting is the suggestion that the proposed association should undertake to revive and continue the index to French periodicals, initiated by M. Jordell—a project that would be extremely useful not only to the libraries of France but to all users of bibliographical tools.

SINCE the library conference at Atlantic City the third series of sessions of the copyright conference has been held in the office of the Librarian of Congress at Washington, with the result that the concessions desired

by the great body of librarians, as represented by the delegates of the American Library Association with the approval of the Executive Board, as well as by a divided vote in Council, have been fully adopted as a part of the proposed code. In fact, the latest form of the draft goes somewhat farther, and instead of confining importations to books from the country of origin, excludes only those of American authorship. Under this latest scheme, therefore, a book of English or German authorship can be imported by libraries from any country. In the case of books by American authors, these may be imported when out of print in this country, but not otherwise. Thus the only modifications from the law of 1891 with which libraries are concerned are the limiting of the privilege of importation to one copy instead of two copies at one time; the proviso that importations without the consent of the copyright proprietor must be by official or incorporated institutions; and the prohibition of the importation of foreign editions of American authors, unless home editions are out of print. Certainly, this leaves little to be excepted to, unless a librarian is prepared to go to the length of disregarding authors' rights altogether; and after the corporate action of the American Library Association the movement originated by Mr. W. P. Cutter in starting what should more accurately be called a Library Anti-Copyright League in protest against the proposed revision, seems particularly *mal apropos*. It would be unfortunate should any considerable number of librarians seem to be put in opposition to the progress of this country toward recognizing as fully as other countries the rights of authors.

JOSEPH SABIN began in 1851 the collection of titles for his "Bibliotheca Americana," or "dictionary of books relating to America," of which the first part was issued in 1867 and the first volume completed in 1868. Its early crudities were mitigated in the later volumes by the co-operation of Mr. C. A. Cutter, and in later years, especially after Mr. Sabin's death, Mr. Wilberforce Eames struggled manfully to complete the unfinished *magnum opus*, carrying it through the Smiths so far as the redoubtable John, whose bibliographical perplexities seem to have given a quietus to the undertaking. It has long been matter of re-

gret that the work stopped here, and it is good news, therefore, that the Carnegie Institution of Washington has in plan the completion of the enterprise, which, complemented by Charles Evans' creditable though not comprehensive "chronological dictionary" of books printed in the United States — his "American bibliography" — will furnish material for later bibliographical scholars.

Among the many gems of humorous literature that from time to time have sparkled in the gloomy depths of the *Congressional Record*, there have been few that equal the recent debate, therein chronicled, upon the Library of Congress, its scope and its functions. The debate over the items of the library appropriation recommended for the next fiscal year gave opportunity for this instructive exposition of guiding principles in library administration. Architecturally, says the statesman from Iowa, the Library of Congress is all very well; he views it with approval and delight. But it is the administration, as developed by the present librarian, that grieves and outrages him. Why should this library contain, and particularly desire, old and musty tomes which have been reprinted over and over again, when it could much more cheaply provide fresh modern copies, clean and attractive to handle? Are there any so-called students so foolish that in pursuing Shakespearean studies they would actually prefer an old dog-eared volume of "one of the original books of Shakespeare" to "a clean one in modern print?" Perish the thought! Another legislator views with distrust the practice of distributing printed catalog cards to subscribing libraries through the country. He sees in this the first step toward the disintegration of the library's entire collection; for, he logically inquires, if you begin with distributing card indexes, does it not follow that you will go on to distribute the books themselves, and then what becomes of your library? It should be added that these remarkable arguments were met in a manner that relieves the body of their hearers from the imputation of like opinions, and that as a whole the debate shows how assured a place in public appreciation and respect the Library of Congress has made for itself during Mr. Putnam's administration.

METHODS OF SCHOOL CIRCULATION OF LIBRARY BOOKS*

BY GEORGE T. CLARK, *Librarian of San Francisco (Cal.) Public Library*

THUS far three methods have been developed for the circulation of library books through the medium of the schools. Library books used simply for reference purposes either in the classroom or at the library I do not regard as within the scope of this paper. The method having the merit of greatest simplicity is that by which the pupils are sent directly to the library. The teacher assigns a list of books, some or all of which it is desired that the pupils shall read within an allotted time. This method is well adapted to those places where the library is accessible to all children. It is used to a certain extent even in a city as large as San Francisco, where through the medium of branches the library covers, though inadequately, a large territory. Notwithstanding these agencies, however, there are many children too remote from all library facilities for this method to be effective. Another drawback is the unfortunate psychologic phenomenon of all wanting to read the same book at the same time, and it is rare that the book fund will permit, even if it were judicious so to do (where the demand is not likely to be lasting), the wholesale duplication necessary to provide copies enough to meet the demand for a given book at a given time. One of the strongest arguments in favor of this practice of sending the pupils directly to the library is the development of the so-called library habit, which, once acquired, will be of lasting benefit. In view of the large number of young people whose school training does not pass beyond the grammar grades, too much stress cannot be laid upon the importance of educating them in the use of books, so that the power to avail themselves of library resources shall be at their command, and shall be utilized when they shall have passed forever from the sphere of the schoolroom. It may be urged that this method by which books pass directly from the library shelves to the pupils' hands does not lie within the province of school circulation, but inasmuch as the circulation is the

result of the teacher's direction, the method properly deserves consideration under this head.

The second method is that by which books are lent to classes on teachers' cards. In San Francisco it is the practice to issue to teachers who desire them library cards good for one year. The cards are kept on file at the library and show simply the names of those teachers having an account on which books may be drawn for classroom use. The library provides a blank form of requisition on which the teacher may send for any books desired. The books are looked up. Those available are checked off on the list and with it are returned to the teacher after having been charged to his or her account. They may be kept for two weeks and are subject to renewal. The practice of granting special privileges of this character to teachers is almost universal, few or many restrictions in matters of detail being imposed, according to the influences potent in shaping the administration of the respective libraries.

This method answers very well where a few books are wanted now and then for collateral reading in the study of particular topics. The resources of the library can readily be made equal to any such demands, even though, as has been our experience, different schools pursuing similar studies request the same books at the same time. As the demand is recurrent, the same books being desired year after year, the library has added sufficient copies to meet all requests. But the effort on the part of some of the grade teachers to use this same method to get enough library books to distribute among their pupils for home reading has not been so successful. The difficulties in the way are several. In the first place, the books desired are usually those suggested by the course of study for home reading for cultural purposes. They are usually books for which there is a very considerable demand at the library at all times. Therefore, unless a special collection is set apart for school use there is no certainty that any considerable number of those

*Read before the California Library Association, Dec. 28, 1905.

sent for by the teachers will be available when wanted.

Again the matter of transportation is something of a burden even to enthusiastic teachers, and the fact that the books must be returned to the library at the end of four weeks does not allow sufficient time for all of the members of the class to have read them. Furthermore, the frequent transfer of books between the library and the schoolroom, in places where the method is used to any great extent, entails endless bookkeeping to keep the accounts straight. The books must be charged when they leave the library and discharged when they come back, and when they are returned on the instalment plan the malady is even more aggravated.

To obviate these difficulties a third method has found favor in many places. It is that of classroom libraries. Under this system the library has what it terms a "school duplicate collection" made up of those books suitable for circulation in the grades. Copies of the same books may be in the general collection of the library for circulation on demand, but the school duplicates are set apart exclusively for circulation through the classroom. These books are made up into lots of from 40 to 50 each, adapted to the requirements of the different grades for which they are intended. In some places there is no distinction made in the grades which shall be supplied with books, all from the kindergarten to the high school being equally favored; but many libraries omit the third and lower grades.

This system of circulating library books through the public schools has been extensively used in a certain large eastern city, and frequently described. In conversation with the librarian of that city I inquired whether he had met with any reluctance on the part of some of the schools to undertake the care and circulation of these classroom libraries. He replied in the negative, explaining that when the library first undertook this method of circulation its funds permitted the purchase of books enough to supply only about one-seventh of the schools in the city. In consultation with the principals this fact was made clear to them, and in consequence competition to be included in the favored seventh was very keen.

The books are packed in boxes or cabinets which may be used to shelve the books while they remain at the school. At the beginning of each term they are distributed to the schools or classes desiring them. In the matter of transportation the practice varies. In some places the board of education permits the use of the department wagons for that purpose, while in others the expense is borne by the library. The rule seems to be for the library to stand the expense if it has to, but to get the service from the board of education if it can. Accompanying the books are blanks by means of which, with very little effort, a complete record of the use of the books may be kept. To prevent unnecessary loss of books it is necessary for the names of the pupils borrowing them to be recorded, together with the dates when taken and returned. This may be done by the teacher in person or some responsible member of the class. The record is desired on the part of the library also for statistical purposes for reasons analogous to those which impel schools to keep accurate attendance registers. Once a month a library assistant visits the school, foots up the circulation records, looks over the books, withdraws any that may need binding or repairs, and in general looks out for the welfare of the collection. At the end of the term the entire collection is returned to the library. In the circulation of a large number of books in this manner some are necessarily lost, in some instances through accident or mishap, and in others through the attractiveness of the books. It is customary to give the principals discretion in the matter of enforcing the payment for accidentally lost or damaged books. As to the unaccounted-for books—in some instances, as for example in the city of Boston, the school department assumes the responsibility, while in others the library stands the loss.

It will be observed that by this system the objections noted to the method of issuing books on the teachers' cards are largely overcome. By having a special collection for school use and apportioning the books at the beginning of each term, there is no liability to disappointment by failure to get desired books. The transportation problem is cared for. There is no worrying about getting the books back on time, for they do not have

to be gathered up every four weeks and returned to the library. The classroom is designed to be large enough to furnish a suitable book for every one in the class. Hence there is no difficulty in finding enough to go around. In cases where teachers desire more latitude in the selection of books they are usually permitted to exchange any which they do not wish to retain; or, simultaneously with the classroom libraries they may also have the privilege of the teachers' cards, which enables them to get books desired for special occasions or special topics.

In behalf of the classroom library system it should be urged that it brings the public library in touch with many who otherwise might never see its books. Furthermore, the books presumably have been carefully selected after consultation between teacher and librarian, and are therefore books which it is eminently desirable to place before the children. As one prominent educator has remarked, "the children are exposed to the books." On the other hand, the pupil does not come into

as intimate relation with the public library as in the method first described.

In brief outline these are the three methods most frequently employed for the school circulation of library books. By the first the pupil goes to the library; by the second books are taken to the schools on teachers' cards; while the third method is the distribution of classroom libraries for periods of three months or longer. The second method is adapted for special purposes, as when certain books are wanted from the library to enlarge the opportunities for the study of given topics. But as a means for bringing the children in touch with good books which shall quicken the desire to read and develop a taste for the best literature, we must resort to the other methods, either or both, according to circumstances. Either the pupils must go to the library, or a small section of the library must be taken to the schoolroom. There is a definite end to be accomplished, and its accomplishment requires the united activity and effort of the school and the library.

IS THERE A NEED FOR INSTRUCTION IN LIBRARY METHODS BY THE NORMAL SCHOOLS AND UNIVERSITIES?*

By FRANK B. COOPER, *City Superintendent of Schools, Seattle, Washington*

THE library has an educational function quite as clear, if not so definitely exercised, as any of the formal educational institutions, and it has relations to all of them very clear and very close. It is no longer considered merely a depository and treasury of books, but a great silent university whose departments are as numerous as the various knowledges which the world has so far learned. It is not a mere aggregation of volumes, but a well organized agency of civilization. It has developed relations and facilities which require more than a mere acquaintance with books on the part of the user to get the most out of it in the least time.

The library is dependent for its efficiency upon the devotion of its administrators upon the one hand and upon the library sense and dexterity of its patrons upon the other. To

increase the number and variety of its patrons is one aim, to make them wise and skilful in its use is another not less important. It is carried to the doors of the people by the delivery station and branch library. It is finding the people, and now the people must be taught to find it, by learning how to use it advantageously. For in order that the library may enter into fullest service of the people, whose servant it is, the people must know how to use it. Emerson years ago urged the appointment in every college library of a professor of books who should teach students how to make advantageous use of it, and today there are in every library those who are assistants of the people to library use, in order that the people may be helped to know what to read, how to find what to read and how to read it. But far more important than assistance to adults is the training of the coming men and women, the people of the next

* Read before the California Library Association, Dec. 28, 1905.

generation, while they are still in school, so that under competent direction they shall early learn of the library and to value it; learn to love books and to have the habit of quest among books, and what is not less important, be put in the way of knowing where to look, how to look, and how to get what they may require of books.

This feature of the preparation of the library field is most interesting and vital. It is interesting because the response of children is so hearty and because that responsiveness promises so much for an improved library patronage; it is vital because the future efficiency of the library depends upon how boys and girls are taught to regard and use it.

Teachers, accustomed to think of text-book instruction as the primary and sufficient instrument of education, may have esteemed too lightly the value of less formal and obtrusive agents of instruction, and so they have not generally appreciated the advantage to their work and to their pupils of the wise use of library facilities. They, however, generally recognize the value to pupils of an acquisition of a taste for good reading, and of the benefits arising from coming in contact with good books, and in many instances such recognition on the part of the teachers, joined to an active desire to have it realized, has been helpful in the establishment of many school libraries and in securing a working relation with the public libraries.

It has not, however, fully dawned upon either teachers or public that the library as now constituted is an important feature of a child's environment, particularly of the school-child's environment; that being a part of his surroundings, it is something for him to know and something for him to master, in so far as he is able to master it. It belongs to him, and he must enter into possession of it, else some one has blundered. Formerly, it was the library that blundered, for the doors swung hard, the shelves were railed off and high, and the librarian grew stern when children came about; but now the doors swing easily inward or stand invitingly open, the shelves are free and the librarian's face is wreathed in smiling welcomes for all children. The next step is for teachers to see in the library a source of nutrition in the process of education, to recognize that children need to know more about the library and its contents, and

that they should be educated as to its productive use.

It is an indispensable equipment of the teacher, if he is to induce a taste for literature in children, that he shall himself know and love literature. His normal school or university training will have been incomplete if he has not drawn from his course in them something of the power and charm of books and an intimate knowledge of some of the best. But it is scarcely sufficient for him, either as man or teacher, if he is to receive largely as one and give largely as the other merely to have acquaintance with books. He must be prepared to put books under tribute and make them respond readily to his needs. This power is needed by him not only as a student, but also as a teacher, so that he may be ready and economical in preparation of his material for teaching. But his function as a teacher is further greatly increased in its scope and operation if he so instructs his pupils that they also through his instruction are put in command of books and library use.

It is not argued that a teacher's efficiency will be correspondingly increased by having technical knowledge of library economy, such as the professional librarian requires, but it is contended that a knowledge of the broader features of modern library methods and some experience under the training of an expert librarian will make a decided contribution to his skill as a guide of youth in things really worth knowing and doing. The initial establishment of vital relations between children and the public library must be made before they leave the public school, hence the further necessity for teachers with the librarian spirit who have something of the training of a librarian.

To make a practical test of this question, I recently addressed a letter to the 22 teachers of English and history in the Seattle high school, asking the following question: "Do you think that familiarity with the aims, organization and methods of the library, and of the measures used to make it a vital educational instrument constitutes a desirable element in a teacher's equipment?" and requested them to give a reason for the answer made. Twenty of the 22 are college bred, two are normal trained. Seventeen of the 22 replied with an unqualified affirmative, five answering in qualified terms. The same letter

also drew a positive affirmative from the principal of the high school and the supervisor of the primary school. I give a few of the representative answers:

"Familiarity with the aims and measures used to make the library a vital educational instrument would certainly be helpful to teacher and pupil."

"There is a familiarity with books, indexes, cyclopædias, etc., that goes a long way to assist teachers and pupils to find material wanted with least loss of time. Familiarity with Poole's index is indispensable where periodical literature is to be used. This familiarity, it seems to me, can only be acquired by contact with books themselves. I do not know whether a library course would help or not. If so, I would answer your question—yes. I doubt the value of any study of organization, methods of classification or cataloging further than enough to enable one to use the library intelligently."

"While I recognize the need of a broad training for teachers, I am not ready to say that I consider all stated in your question a part of the necessary equipment. In fact, while a general knowledge of the 'aims' and methods of making a library a vital educational instrument is desirable, I feel that the time spent on 'methods' of classification and cataloging can be spent with more profit on the elementary principles of our language and on the inspirational work of the study of literature itself."

"There is no doubt that a knowledge of library methods of classification and cataloging is not only desirable in a teacher's equipment, but also almost necessary. Without it one wastes a lot of time in a strange library. One gradually acquires that knowledge from experience, but we would arrive at it more quickly if such a course was offered in college."

"Yes, the pupils do not know how to use a library, hence we have to teach them, and we need to know."

"I taught in one institution where every student had to take what was known as the library course during his first term, whether he entered as a freshman or a senior. The course of study consisted of practical lectures given by the librarian to the students in the library, and illustrated in detail as to the use of the library. At the end of the course each student was given a personal and practical examination in the use of the library to prove that he knew how to make use of it with promptness and accuracy. This system was a great help to every department and I believe saved a great deal of time."

"I should consider such knowledge very desirable. It would save much time for both student and teacher, enabling the teacher when referring to a book to tell the student exactly where it is to be found, and just what part of it is valuable for the work in hand."

Readiness in the use of library material needs to be learned by all students and by many teachers."

"Yes, the library is the English teacher's laboratory. If she is not familiar with its aims, organization and measures to make the library a vital educational instrument, she is as helpless as would be a science teacher of twenty years ago in a modern laboratory."

"I think so. I did some work, helping catalog the books of the Y. M. C. A. It gave me an added interest in the books; it gave me a power with the books I did not have before. All books are more or less 'padded,' i.e., made up of what other books contain. In classifying one learns to see correlations and know better how to guide a pupil in his search for what is essential only."

"I think it most desirable. It is valuable for the teacher to know merely the names of books and their authority. It gives a teacher a grasp of lines other than his own. It makes the teacher a more competent guide to the student's reading. This knowledge on the part of the teacher economizes the student's time and energy."

This from the supervisor of primary teachers:

"I believe there is need for instruction in library methods, not alone by normal schools and universities, but by the high schools. I do not mean by this a course in technical library economy (this should be reserved for those specializing in this line), but a course covering those phases of the work that will help in the use of a public library, and the organization of a private one. A teacher's interest in and knowledge of the library should be developed systematically before she enters a normal or university, because I believe that familiarity with the sources of knowledge is quite as important these days as the possession of knowledge itself. In addition to such general work necessary to the understanding of any library, student teachers should be made familiar with books adapted to children of the special age they expect to teach."

"I believe the teacher's course should include instruction in the comparative value of dictionaries, indexes, cyclopedias and handbooks; also instruction designed to give knowledge of book reviews and magazines."

This testimony on the part of actively engaged teachers as to the desirability of a knowledge of library methods on the part of teachers is an indication of a need, provision for which should be made by the authority which is interested alike in the library and the school and responsible for the efficient discharge of their functions. To prepare teachers, and to render them as highly serviceable as training can make them is the

business of the normal school and college. To make teachers masters of subjects is highly essential, but it is also essential, only in less degree, that they shall be prepared while in training to make effective use of books, the instruments of knowledge. This can be done by affording in connection with the college or normal school a course consisting of instruction in library methods and practice in the library. This course should involve instruction in: 1, The history and organization of libraries, including library diffusion movements; 2, Bibliography; 3, Classifying and cataloging; 4, The character of reference books and how to use them; 5, The source of book supply and how to get and select books; 6, How to care for books; 7, The public library in the service of the school.

This last division should include information as to the establishment of relations between the library and school, and should emphasize the importance of having pupils get into direct touch with the library, so that the library habit will be started early. The relative value of the school library and library branch

at the school should be considered, for it is important that the local facility afforded should not displace the privilege and opportunity of the parent or public library. It is important that children should go to the big libraries, find their place there, becoming familiar with its opportunities, and imbibe its cultivating influences.

Some such course covering the ground indicated, taking from three to six months for its completion, will give breadth and reach to the teacher's work, and satisfaction and confidence in her performance, which will more than offset the loss of an equal number of hours that might have been spent in some other way upon some other subject.

Finally, the maintenance of such brief courses in normal schools and universities will increase the value of the normal school and university library, and what is also highly important, will result in closer union between the public school and public library, and be productive of a better understanding and real sympathy in aims and action between librarians and teachers.

A LIBRARY COURSE GIVEN TO CITY NORMAL SCHOOL STUDENTS

By LINDA M. CLATWORTHY, *Librarian Public Library and Museum, Dayton, Ohio*

THIS account of the way the Dayton Public Library is working out a library course in the local normal school of the city does not proclaim finished or satisfactory work, but is merely a record of experiments, adjustments and results. If it proves of some assistance to other librarians, public or normal school, who are contemplating such courses, it will serve its purpose.

Two years ago we were drawn very close to the students then at the normal school by means of visits exchanged and a round table meeting on children's books held at the library once a week during the summer vacation. The reading and discussion of children's books was much enjoyed by the students, and we received many fresh criticisms upon our books which were equally helpful to the library. The impulse of that summer's interests shared together has been felt ever since. Four of those young women are with us now as librarians in the small branches in

school buildings, but that is another phase of the matter under discussion, and comes properly under a history of our branch library development.

In 1905 the first regular library courses were given, this time at the library and as a part of the senior class work of the normal school.

Course in children's reference work

From January to the middle of March the class came to the library in groups of two or three each afternoon, ostensibly for practice in doing reference work for school children in the school library reference room. Actually, however, there was soon discovered such absolute ignorance of how to find books for themselves that this anticipated reference practice developed into a simple course of instruction. Although all of these 21 girls were recent graduates of the high school, their experience in that school had led them to look

upon the library merely as a place in which to ask questions or find books reserved for them, with little sense of the orderly arrangement of books and indexes, by which they could find information for themselves. Such teachers, without library training somewhere in their school course, were not on their way to very effective knowledge of the resources and use of the library, either for themselves or to impart to their pupils.

This course consequently included some simple first directions about the arrangement of the library, with special attention to the resources of the juvenile and school libraries for answering children's reference questions, and some notice of adult reference books adaptable to this use. Simple problems were given after the explanation of each step. At the end of the course a test was given covering the general classes of the Decimal Classification, shelf numbers for a few subjects of special school interest, the location in the library and description of certain reference books, the general arrangement of catalogs, and the selection of a few references to books showing where material might be found on a given school reference question. Each student gave to this course two hours at a time, two days a week for five weeks, 20 hours in all, and received individual attention.

Course in the use of the library

In April there followed what was to have been the first technical course in the general use of the library, such as would appeal to any student who had previously used the library for herself without making a study of it sufficiently to be independent or to explain it to others. The class came in a body for this course, which consisted of six lectures with problems, as follows:

Lecture 1—Books as tools.

" 2—Arrangement of books in libraries.

" 3—The making of the card catalog.

" 4—Some reference books and how to answer questions with them.

" 5—How to prepare a bibliography.

" 6—Guidance of children's reading, illustrative material, etc.

A syllabus outlining the lecture for note-taking was given each student.

Lecture 1, on "Books as tools," was designed to give (1) a clear conception of the

individuality of a book in quoting it as authority and of its construction in consulting it for reference, and (2) to suggest a basis for critical discrimination of the contents of books in selecting one among many for reference use. Under (1) was explained the literary makeup, as title pages (author, editor, date, edition, etc.), preface, contents, index, footnotes, bibliographies and appendices; and mechanical makeup, including type, paper, illustrations, maps, etc. Under (2) were considered the bases of critical judgment, as author, scope, treatment, point of view, literary style and appeal. The problem following this was to go to the shelves and look over several books found on a certain subject, briefly describe the difference in their contribution to the topic in hand and finally select the best book for the purpose desired.

Lecture 2, on "The arrangement of books in the library," was planned as an explanation of the Dewey Classification, as the system used in the local library and also in most other public libraries with which the students would come in contact. Its scheme of arrangement and notation were briefly outlined, and the class was asked to memorize the numbers of certain subjects which would be constantly used by teachers. The call number on the books was explained as a symbol directing to their location. The way then naturally led to the catalog as being the index of the book collection, as the classification was merely its table of contents.

Lecture 3 was designed to explain the mechanism of the catalog for student use. The author card, as the unit of the catalog, was described upon the blackboard and its contents explained as expressing the facts about the literary and mechanical makeup of the book noticed in Lecture 1. A book was cataloged before the class, showing the way in which the subject material is sifted out once for all and put in shape for future reference in the catalog. This lecture was accompanied by an outline on "How to use the catalog," showing what kind of entries may be expected for a book, how to select the right subject entry, the value and use of cross references, the extent of analytical material, alphabetizing, subject subdivisions, special cards, etc.

Lecture 4, upon "Reference books," de-

scribed the scope and arrangement of typical works in the adult collection, with problems in answering given questions.

Lecture 5 was upon the preparation and form of a bibliography, and the problem was to prepare brief reading lists for children on certain school topics assigned, using reference books, catalogs and magazine indexes, and referring to adult and children's books. Some of the subjects were Bees, Trees, Russia, Battleships, King Arthur and his knights, etc. The material was to be examined personally and the list was briefly annotated.

The course closed with an exposition of the methods used by libraries to call attention of the children to good books, such as reading aloud and story telling; an exhibit of picture bulletins and book lists, and a visit to the museum, where the custodian showed curios and specimens which could be used to illustrate class work.

Thus, from January to May of their senior year these normal school students were brought to the public library at intervals for instruction and practice in its use, both for their own and their pupils' needs. They also learned of their library privileges, both as special students and as teachers, including the school room libraries. No time was given for direct acquaintance with children's books, the emphasis this year being upon the reference use of the library. During the summer, however, and far into the next year, several offered their services as substitutes at the library and for giving talks to the children during the period of the vacation reading room. The school library books, forming the vacation reading room, were open to their free use, and they were cordially invited to read and enjoy. This they did to a considerable extent.

Looking back upon the experiments of the past two years with our normal school, we feel that at one time or another these teachers have touched all the points of library contact needed under the local conditions here. Administrative problems, for those in charge of rural school libraries, are beyond the responsibility of a city library. The best distribution of the course in the school system, however, is still to be effected, as well as the improvement of details of the course. The general technical course on the use of the library should eventually be pushed back into

the first years of the high school, where pupils begin to use outside authorities in their lessons. Until this can be accomplished, we are to put the technical course into the first instead of the second normal school year, thus introducing the students to the library at the beginning of their normal school study. This course should be followed throughout the year by at least weekly visits to the library in preparation of lessons. Thus would be brought about some of the "living in the library atmosphere," which is so desirable, making the public library a real laboratory for the normal school. No matter how good a library the city normal school may have, the public library, with its larger resources and children's books, should be constantly used. A teacher's reference collection could be gathered to attract the teachers, containing not simply books on pedagogy and text books, but some of the best illustrative material for story telling and lesson presentation, along with good editions of some of the best representative children's books.

During the senior year when the class is largely out in practice work in the schools, the practice at the library should tend toward reference work with the children as they come from the schools, together with a survey of the resources of the library for children's reference. This will not only tend to lead them to send their own pupils to the library later for information, but will enable them to direct the children more intelligently to books and to plan their reference work more in harmony with the library.

The culmination of the normal school library course should be the acquaintance with children's books. The school use of books for information and reference having now been made clear, books as tools should be forgotten and a course of pure delight and inspiration should be offered in the literature of childhood. The course we are offering this year includes talks upon the various classes of children's books followed by reading at home and discussion in class of type books as follows: 1, Books for the very youngest children, including picture books and Mother Goose; 2, Classic myths and legends; 3, Fables and folk-lore fairy tales; 4, Modern fairy tales, wonder tales and nonsense; 5, Poetry for children; 6, Adaptations of literary classics; 7 and 8, Fiction; 9, History, hero

tales, travel stories, biography; 10, Nature books, science, industries. The books are taken home by the students for reading, if possible to children, and evaluation. The discussion in class includes reports and comments on this reading. In this way each teacher will become acquainted with about 160 of the most fascinating children's books.

The possible influence of the teacher in inculcating the reading habit and starting the child along the right lines of reading is very great. Yet without some knowledge and taste in children's books the teacher has sometimes been a hindrance rather than a help in the ideals the library strives for. Such poverty of suggestion has led many teachers to send children to the library for adult stories or poor children's books, such as "Graustark" or the "Elsie" books; and when "teacher says it's good to read" it is very difficult to persuade a child to take something else from the library shelves.

Our course, we hope and have reason to believe from recent experience, will assist the teachers to become efficient helpers of the library in recommending the best books to the children as well as in selecting books for their class room libraries. A few of the teachers so instructed are already coming into the city schools and some fill positions in the country schools around us. Many have expressed their appreciation of the library's efforts.

I hope to see the day when our schools will all include something in their curricula on the use of books and libraries. We have begun by introducing a course into the normal school, the vital point of contact with the grade schools and the children, but eventually the course should be distributed throughout the school system and most of the instruction should be given by the schools rather than by the library. A library thoroughly classified and cataloged and with shelves all open to the public, offers the advantages of a private library to every person who knows of its privileges. Study will not be so apt to stop with graduation from school if one is graduated into such a library with the ability to use it. And since, unfortunately, out of the children who enter our first grades only one in ten keeps on through high school, the lower down in the school system this connection with the library is made the better.

THE PRINCETON PRECEPTORIAL SYSTEM AND THE UNIVERSITY LIBRARY*

THE wide publicity given in the press during the past winter to what it called the Princeton "preceptorial system" seems to indicate that the experiment being made at that university is one of the most interesting in the history of American education. For a detailed explanation of the system I would refer to articles that have appeared in the magazines,** and for present purposes shall only indicate its aims and method sufficiently to make intelligible what I have to say about the relation of the system to the library.

"The preceptorial system," says President Wilson, "is meant to import into the great university the methods and personal contact between teacher and pupil which are characteristic of the small college, and so gain the advantage of both. . . . It is meant also to change the methods of the student's own work; to make a reading man of him instead of a mere pupil receiving instruction. The method . . . is to give a man subjects to read up, and to supply him with advice and assistance in his reading—advisors who will be practically accessible at all times, and who will be guides to the best reading and to the best method of reading."†

You will at once perceive that the two foundation stones supporting this system are the quality of the preceptors, and the nature of the reading as supplied by the resources of the university library. Out of the happy-go-lucky undergraduate the preceptor is to make a reading man, and the library presumably is to supply the reading matter.

Before the beginning of first term last September we therefore laid our simple plans to meet the extra burden which we realized the library would have to bear. Requests were sent to each member of the faculty, preceptors included, for lists of required and collateral reading for the first term courses, and blank forms were issued with the requests on which the lists were to be written. Returns were obtained from 23 courses and were filed at the delivery desk, the books thus listed, some 800-900 in number, being immediately withdrawn from circulation and reserved. They are allowed out of the building for over-night borrowing only; and for their use in the reading room during the day, as also for their over-

* Read at Library Meeting, Atlantic City, N. J., March 9, 1906.

** *Bookman*, June, '05; *Harper's Weekly*, June 24, '05; *Independent*, Aug. 3, '05; *Outlook*, June 24, '05; *Princeton Alumni Weekly*, Sept. 30, Oct. 7, '05; Jan. 13, Feb. 3, Feb. 24, Mar. 24, '06; *Public Opinion*, Aug. 3, '05; *School Review*, October, '05; *Yale Alumni Weekly*, Jan. 3, '06; *Brown Alumni Weekly*, March, '06; *Michigan Alumnus*, March, '06; *Dartmouth Bi-Monthly*, March, '06.

† Committee of Fifty Circular. See also Report of the President of Princeton University for 1904-05.

night use, charge slips differing in color from our regular white slips have to be signed by the borrower. These colored slips are preserved at the desk, and those signed during first term form the basis of some statistics which I shall give you later.

Of the 1279 undergraduates at Princeton this year 1053 came under preceptors, students taking the civil engineering course not being included in the system. Of these 1053, 710 belonged to the purely academic department, being candidates for the B.A. degree, and the remaining 343 to the semi-academic department, if I may so call it, being candidates for the B.S. or Litt.B. degrees.

It was apparent that the library would not have sufficient copies of certain required and collateral books to meet the demands of some of the larger classes, and the question of duplicates was thus immediately forced to an issue, resulting in a special appropriation for the purchase of duplicates for preceptorial work. By careful adjustment and by centralizing the duplicates already in the library we have contrived to get through the first term with a remarkably small accession of fresh duplicates. The largest number purchased was only eight, the average only two. The total number of volumes purchased on this account was 179. The number of purchases for second term will be much larger. The average cost of these 176 volumes was \$2.67. These purchases, however, did not constitute the sole additional expense. I have taken no account of extra desk assistants taken on in the shape of three student helpers, two for four hours each daily, and one for two hours four days of the week. The situation at the desk has moreover practically monopolized my own time and attention, especially since in the midst of our busy season a neighboring library very inconsiderately relieved us of our most valuable regular desk assistant.

The high average cost of the 179 duplicates is an indication that the class of books used by the preceptors was rather different from that of the ordinary text-book. A large majority of the books might be classed as literature—books you would not be surprised to find in the library of a cultured man or woman of reading habit.

Some of these books are rather solid mental pabulum, several are decidedly popular in tone, but most of them are good reading in themselves; scarcely any could be classed merely as text-books. And on the whole they have been pretty well read by our undergraduates during first term; quizzes have been passed and reports have been written on such volumes or selections as preceptors assigned. The circulation of the 800-900 reserved books amounted to roughly 7000 (6812) during the four months of first term. Or, in other words, every book was called for nine times, or each of the 1053 "preceptees" read more than $1\frac{1}{4}$ volumes each

month. I should remind you here that this circulation is entirely distinct from the general circulation, the parallel record of which I shall refer to presently. It is also entirely distinct from the consultatory use of the 25,000 volumes on open shelves in our reference or reading room, and finally it is distinct from the use of the 25,000 volumes and 24,000 dissertations in our nine seminar and five departmental libraries. The reserved book circulation of 7000 in four months was made up in the following percentages: English, 29; History, politics and economics, 17; French and German, 14.2; Jurisprudence, Roman and international law, 9.3; Classics, 9.1; Philosophy, psychology and ethics, 7.3; Art, 5.6; Geology, 4.6; Bible, 3.8. The prominence of English is not to be wondered at, but is rather a cause for satisfaction, and that historical and economic reading should hold second place is also to be expected. History and politics ran even and quite some distance ahead of economics. I was unable to differentiate between these three departments exactly, because they frequently used the same books, which was also true of the reading in international law and jurisprudence. German ran a shade ahead of French, but Latin and Greek showed a difference of 8 to 1 in favor of the former, due to the small number of men taking or electing Greek as compared with those taking or electing Latin. The 3.8 for Bible is noteworthy as showing that the serious study of biblical history and literature still occupies a respectable position in the Princeton curriculum.

In spite of the drain on the leisure of the undergraduate, and one might say in spite of the surfeit of compulsory reading, the general circulation during this period has been only five per cent. less than that of last year for the same period; while the circulation of overnight books—chiefly books of reference—is over three per cent. larger, the most significant increase being in the historical sections where the circulation jumped to three times last year's figures. Comparing the combined general and overnight circulation for the same period in the two years I find them almost identical, 12,049 to 12,053 in this year's favor. Fiction showed some curious fluctuations. During October it held its own, but in November and December it fell decidedly below its normal. We attributed this to the probability that the preceptorial system allowed no time for light reading. But during January, when men were either cramming for examinations, or resting from them, fiction not only recovered its popularity, but actually surpassed its figures of last year by two per cent. Here I think you have an excellent example of the recreative value of novel reading, or perhaps only a retaliatory reaction against the strenuous reading of the preceptorial system.

Such in brief from the point of view of the

library's experience have been the practical workings of the preceptorial system during its first trial. In undergraduate disguise the horse has been led to water and made to drink. Whether he will be made a drinking horse is another question. A reading man is not made in a term, and the system itself is perhaps not quite in good running order, but the effect on the campus can, I think, be noticed. Already complaints have arisen at some of the upper class clubs that too much "shop" is being talked at table. I overheard a couple of freshmen discussing on the street the merits of Francis Bacon's style—a subject in which freshmen are not ordinarily supposed to display keen interest. The library has become one of the most frequented resorts on the campus, and it is a common thing to hear men declare in language more picturesque than elegant that they are too busy to do this, that, or the other thing. The effect of being compelled to read by a certain date a certain number of pages or volumes and to discuss the reading with specially trained and sympathetic preceptors is bound to tell in the long run, bound to widen the reader's horizon, bound to give him new points of view, bound to kindle some latent spark of interest or even enthusiasm. I suspect that four years hence the present freshmen will be far better read, and really better educated—certainly better informed—seniors than the present graduating class; and after all, as the *Daily Princetonian* conceded recently in an editorial, "one goes to college for an education."

VARNUM LANSING COLLINS,
Princeton University Library.

SCHOOL WORK OF THE DISTRICT OF COLUMBIA PUBLIC LIBRARY

EVEN if co-operation on the part of libraries with schools were not the order of the day, the librarian of the Public Library of the District of Columbia would be led to such a course by the act of Congress creating this library, which says that it shall be "a supplement of the public educational system of said district." As agents in that co-operation I found here a flourishing children's room in operation and the 10-book privilege for teachers already in the rules. However, the 10-book privilege was almost entirely unused. The children's room was rarely visited by teachers in the search of advice on the reading of their children and little use was made of the library by teachers for reference in professional subjects. In the latter particular it would at first seem that there is little need for the library to offer such facilities, inasmuch as the Board of Education has a pedagogical library for teachers, who also have access to the library of the United States Bureau of

Education; but as both of those libraries are closed at 4.30 p.m. there is still work for the Public Library.

As in many other cases of co-operation on the part of libraries with schools, this library has done most of the co-operating. Measures taken to that end have been the establishment of a teachers' reference library, open daily, including Sundays, until 10 p.m., the publication of a monthly educational bulletin, the giving of talks by the librarian and the children's librarian to schools and classes, and the constant urging of greater use of the 10-book privilege. The library is looking forward to a general plan for the circulation of books through the schools, but lack of funds has as yet prevented doing more than the sending of small groups of books in bulk to the various high schools.

On the second floor of our building we have fitted up a study room as a teachers' reference library. First we bought books contained in a list prepared by a committee of the teachers, including encyclopedias, dictionaries, books on psychology, pedagogy, etc. Then we sent out circular letters to various publishers having educational lists. In response we received as gifts more than a thousand volumes of textbooks and some general publications. These are all kept for reference. It is thought that the displaying of them here will be of value to publishers as well as to teachers by suggesting desirable text-books to teachers. In this room are also kept bound sets of educational periodicals and about 20 current pedagogical magazines. More recently we have also shelved in the room the circulating books in the class education (IK). As this room is not under the supervision of a library attendant we require that teachers shall secure a 10-book privilege card and show it to gain access to the room. In addition to its use for study purposes, this room is offered as a meeting place for teachers' clubs and committees and is often so occupied.

The monthly educational bulletin is printed by the mimeograph process on ordinary 8 x 10 paper in an edition of 225, one copy for each public and private school, and copies for directors of special work. These bulletins are mailed to the private schools, but are distributed to the public schools through the supervisors. They are designed for posting on the bulletin boards of each school. They consist mainly of current pedagogical accessions, educational articles in current periodicals (other than professional journals), together with notes and announcements. The character of these announcements is sufficiently indicated by the following extracts:

"Teachers are invited to send their pupils to the reference or children's room of the Public Library to look up material for compositions, debates, etc., and library assistants will give all possible help in finding such material. In order to enable the library best to

help the pupils, teachers should give the librarian a few days' notice in writing of assigned subjects or books, the probable number of pupils who will use the library, and the length of time the topics will be subjects of study. Material will then be looked up and books will be reserved for use only at the library. Without such notice and reservation the first few pupils will draw out for home use practically all the library's resources on a given topic, thus causing disappointment to those who come later. Your co-operation is earnestly requested."

"Attention is again called to Article 17 of the library rules, which permits teachers to draw 10 books at one time on educational topics. This rule is interpreted so as to permit teachers to take out books for class room use or for lending to pupils. The library has recently bought nearly \$1000 worth of children's books in anticipation of greater use by teachers of their 10-book privilege. These books have been chosen from the enclosed list, 'A children's library.' The library has a limited number of these catalogs to distribute among teachers on application from principals."

The children's library catalog referred to is the one prepared by Misses Prentice and Power, of Cleveland. The library secured 2000 copies of this and has adopted it, temporarily at least, for school work.

In the present school year 373 teachers have secured 10-book cards. This is about one-fifth of the public and private schools teachers of the district. With a system of branches this proportion could of course be greatly increased.

GEORGE F. BOWERMAN.

SYSTEMATIC INSTRUCTION IN THE USE OF THE LIBRARY AT GRAND RAPIDS, MICH.

ONE of the most interesting phases of library development in Grand Rapids is the work done with the schools, both public and private.

About a year and a half ago it was deemed wise to bring the children, by classes, to the library for systematic instruction in its use. Not a few were found unfamiliar with the location of the building, and many of those who came failed to use the catalog intelligently, and were equally deficient as to the classification and arrangement of the books on the shelves.

The children are brought, by their teachers, to the library in the morning, coming directly to the children's room. Here their attention is called to the bulletin board and its use. Magazines, picture-books, and dictionaries found on the tables are mentioned; also the location and names of the different reference books. Next come the books that circulate.

By this time the sharp eyes have noted the guide cards or "helpers," as the children like to call them, and their use is explained. The story books occupy the three lower shelves, and, as the classification is somewhat simpler than that of the non-fiction books, those are taken first. The pupils learn the name and meaning of the number at the left of the point (class number), also the name and meaning of the number at the right of the point (shelf number). Very soon they are ready to tell that the story books are arranged on the shelf according to class and shelf number, and alphabetically according to the first letter of the author's last name. The non-fiction books are placed on the top shelf, it being well to have those meet the eye first. Now the pupils are ready to tell that the class number is different and that the books are arranged according to subject. This, and something of the contents of a few books—enough to create a desire for further reading—being explained, we go to the catalog. Title cards for the stories are shown, then come the author and subject cards. At this point different subjects are given to look up, teaching just enough of the imprint to enable the pupils to read a catalog card intelligently. Now the pupils are sent to the shelves to locate books on various subjects. This being finished, they are ready for a tour of the building.

The trip calls for almost as much attention on the part of the pupils as the work done in the children's room. The different styles of architecture, and the beautifully colored marbles are noted, and the uses of the different rooms explained. The stack room fills many of them with a feeling of awe. "So many books in one place!" is often heard. The glass floors in the stacks are a source of wonder and amazement. One class in particular were so afraid the glass would break that they went about on tiptoe. The electric motor which runs the book elevator so pleases the boys that I am always sure of a large circulation of books on electricity after one of these visits. When we reach the floor where the public documents are kept nearly all of the boys and a few of the girls want to stop and look at the Patent Office reports. They have never seen books quite so "fat," as one of the boys said. If any pupil happens to know a person who has obtained a patent we stop and look it up. Almost always they want to come back and look "just once more."

The beautiful reference room, having a style of architecture all its own, claims the attention of the class as soon as they enter. The magnificent fire-place recalls to the younger pupils that season of the year when stockings are hung and little ones are put to bed early in the evening. Many of the older boys and girls are able to name the kind of wood used in the furniture and to recognize the Renaissance style in the ceiling. Here the classes are taught the location of indexes, diction-

aries, encyclopædias, art books, books on architecture, design, and furniture. The beautiful collection of different woods is also shown. It often happens that the teacher has given them special subjects to look up, and they do so now. This finishes the actual instruction given to all the grades from the fourth to the eighth, inclusive, and takes about two hours' time every other day during the week. This year 2693 pupils have been taught at the library building and 4486 have been instructed in the use of library books at the schools, both public and private, making a total of 7279 instructed from the grade schools.

The same instruction, not quite so elementary, has been given to all the students in the high schools by the different departmental heads.

As to the results of these visits—I notice a better spirit among the children. The fear of coming has been removed. A low tone of voice is soon acquired, and the younger children no longer feel impelled to run on the stairs and slide on the marble floors. The catalog is no longer a "sealed book," and every table, chair, and book shelf has a meaning, and the saying is verified, that knowing how to find things is next best to knowing things.

MAY G. QUIGLEY,
Children's librarian.

LIBRARY AND SCHOOL WORK IN NEWARK, N. J.

THE Newark schools are constantly urged to use the Public Library. The responses have been very encouraging, and so have made possible the work which the library does in co-operation with them.

That the schools may not forget the readiness of the library to serve them, constant reminders are issued and an effort made to keep up a never-ceasing communication with them. Lists are sent, visits made to the schools, exhibitions held which fall in line with the school work and notices of these exhibits put in the hands of the principals and teachers. The daily paper in its school column includes "library and school" news.

Fortunately for the Newark library it has happened that several school supervisors, while waiting for quarters in the city hall, have had offices in the library. This means that many teachers are daily coming into the library building. The children's room which, though a separate department of the library, works closely with the school-libraries department, is conveniently located in the front of the building, and it is a very easy matter for the teachers as they pass back and forth to step into this room.

Each month two brief bulletins, including not more than 8 or 10 items, are mimeographed for the schools; one including new

books and magazine articles of general interest; the other, more specifically pedagogical, including new books on education and articles selected from educational magazines with which the library reading room is well supplied. These bulletins are mailed to the principal and vice-principal of each school, and are posted by them in school bulletin boards. Copies are also mailed to certain teachers.

For the high school branch of the library a special educational bulletin is made bearing more closely on methods in upper and college preparatory grades. Special pains are taken to include in this bulletin references to the best articles which appear in the magazines for which that branch of the library has subscriptions.

These lists and bulletins are primarily, of course, for the use of the teachers in their work.

The plan which has succeeded better than any other in interesting the children in books and in encouraging the reading habit outside of school hours has been the placing of libraries in the school rooms. Over 200 of these libraries are now in school rooms, scattered all over the city. Many more school rooms would have the libraries had the supply of books not fallen short of the demand.

Requests for these libraries come voluntarily from the teachers themselves without any influence being brought to bear on the part of the school authorities. Printed lists of "Books for boys and girls" are given to the teachers; in one of these a teacher checks her choice of books, and a library of from 25 to 50 volumes is made up for her use accordingly. A teacher may indicate the class of books which she wishes or she may leave the selection entirely to the person in charge of the work at the library, giving simply the grade of her class. In any case the teacher has the choice of books in her own hands, and she may follow her own taste. Books which in this way appeal to her own interest are surely more readily adapted by her to the peculiar needs of the children in her charge.

The selection of books varies greatly with the individual tastes of the teachers. Some teachers prefer to use the libraries to supplement text-books with good reading in travel, history, biography, natural science and so on, following closely the course of study laid out. Others say, "We have enough of routine reading in our class work. Let us have in our library a majority of good story books, some poetry, some historical tales, a little of other subjects, that we may have real recreation when lessons are over." The usual library has stories, history, science in reasonable proportion.

Some of the teachers in parts of the city more remote from the library, its branches and deposit stations, asked to have books for the parents in their school rooms. With such libraries are sent lists of the books included

in each case, and these lists the children take home and from them the parents make their selection. The children then become messengers for their parents, carrying the books back and forth. So large a proportion of the parents in Newark are of foreign birth that in some localities the children's books are more acceptable than the adult books, and here regular school room libraries serve a double purpose. Doubtless many people who would not otherwise use the library do so in this way.

In two school buildings, instead of several school room libraries, regular deposit stations have been placed. In one case the principal is in charge and has the books in his office. This is a school which has evening sessions, so that the library is open for the use of the school and neighborhood during both day and evening.

An assistant from the library who has the school work in charge makes constant visits to the schools having libraries, answers inquiries, changes the books if necessary, talks to the children, keeping constantly before them the fact that the library in the school represents only a small part of the public library of the city. The use of the main library is also encouraged at the school by keeping the teachers and principals supplied with application blanks, which, with the signature of teacher or principal, entitle children to library cards.

Classes are invited to come to the library, where they are shown how the books are arranged on the shelves, and how the catalog may help them to find special books or subjects in which they may be interested.

Pictures are lent as freely as books. These are for the most part clippings from books and magazines and cover a great variety of subjects. If a teacher wishes to exhibit in her school room pictures on special subjects these are mounted and prepared for her. Each teacher has in her hands a list of the subjects which the pictures cover. Frequently when several classes are studying the same subject a special exhibit of pictures is made at the main library, where books on the same subject are also reserved.

Besides the books and pictures, teachers borrow from the library sets of mimeographed poems to be used in the class rooms. This plan was started about two years ago, when 200 copies of each of six poems were printed for the library on heavy manila paper, placed in manila envelopes and lent. Suggestions for other poems began to come in, and the list of poems has been enlarged until it now includes 60 titles. Several hundred copies of each poem are mimeographed and lent, usually in sets of 50. Teachers are asked to suggest new titles which they would use.

Some schools have asked the library for current periodicals, and for these schools

magazine interchanges have been started, a separate group of magazines for each school. A suggested list of magazines is submitted and the teachers make the selection themselves. The largest school has about 10 magazines on its list, four pedagogical, some dealing with current events and world news, some of a general nature. The magazines are sent directly to the schools from the subscription agent. As soon as a magazine comes, the person in charge tips on the front cover a list of the teachers who have said they wished to read the magazine regularly. The magazine is then dated, started on its way, and each teacher, when the time limit is up, dates and passes on the magazine to the next on the list.

So generous has been the response of the teachers to these attempts on the part of the library to meet their needs that the school libraries department is hoping for even better equipment than it now has to do justice to the growing demands upon it.

MARJARY L. GILSON,
Chief of School Libraries Department.

SUGGESTIONS ON FORMING A PROFESSIONAL LIBRARY FOR TEACHERS

From remarks by Dr. Colin A. Scott, before Massachusetts Library Club

A PROFESSIONAL library for teachers ought, in the first place, to include a good reference library. For this purpose it must be well equipped with the best books of the strictly professional order, those that deal with the management of the schoolroom, the conduct of recitations, promotions, examinations, timetable and program making, the grades, the theory of punishment and rewards, and other discipline. Here the principal care should be that of selection. The number of books on these subjects is endless, and for the most part they are all alike and represent an intolerable deal of sack. Books on the organization of schools and their supervision are rarer. School superintendency is a recent development, and we have very little relating directly to it. School reports issued by superintendents are often burdened with financial details which seem to bury the few ideas they sometimes contain. A mere collection of such reports would hardly serve as ballast, but they would be of value if a card catalog could be made from them that would show where the ideas were to be found.

Neither the books on the internal management of schoolrooms or their superintendency can serve really scholarly purposes if they are confined to American or even English origin. Means of comparison with actual conditions in other civilized countries is absolutely necessary. These foreign books and reports should not be kept by themselves, even

though they may be consulted less frequently, but should mingle on terms of equality. At present there is not sufficient protection against either the optimist or the pessimist who has been abroad and comes back to tell us just how it is done in Germany or France.

Besides strictly professional material, a reference library should be richly supplied with books on child study, psychology and sociology. While it is impossible to expect even the best equipped teacher, as such, to be either a complete psychologist or sociologist, yet, since the teacher is constantly dealing with individual minds and in a social environment, these subjects are as important to him as are physiology and biology to the practical physician. Child study, psychology and sociology give facts and pictures showing what psychic life has actually accomplished. To know these facts is a necessary condition for any free work. Without them, or without a special genius, a teacher is very likely to be a mere repeater, mechanically carrying out commands which he does not understand.

Enough of biology and enough of the history of civilization, philosophy and ethics to give a matrix for the sciences already mentioned might safely be admitted without going outside of the field of a professional pedagogical library. It is quite plain that not all the various arts and sciences which are taught have a place here. To admit them would yield a universal library. It is not the mere learning which is to be transmitted, but the tools which are necessary to the art of teaching which should be the proper care of such a social library. Even philosophy, perhaps most of all philosophy, should be made to keep a judicious distance.

Besides the higher class books, a good reference library ought to be supplied with practically all the new text-books for usual school purposes that appear in this country. At present grade teachers who are looking for new supplementary readers, new arithmetics, grammars, etc., are accustomed to depend on the book publishing firms for their information. These firms sometimes provide sitting rooms or little libraries where teachers can look over samples of their stock. How much better it would be if the teacher, instead of going from one firm to another until he is tired or hooked, could go to a library where, for example, on one shelf he could see together all the readers, supplementary and otherwise, for a single grade, published during the course of the year. The shelves below might contain a similar collection for the previous half dozen years. If this were done for every grade and subject, it would not only be of immediate assistance to the teacher, but the results of such a direct comparison ought to have a beneficial effect on the character of the text-books published. Here again comparison with foreign text-books of the same

order ought to be facilitated by placing typical English, French and German text-books on the same shelves as those of American origin. A mere glance at the character of, say the American geographical text in comparison with that of Germany, supplies food for thought which (despite the magnificent illustrations) is not wholly in favor of the American article.

Such a collection of text-books partakes slightly of the museum character, and the present tendency in this direction could well be pushed much further in the case of a special pedagogical library. Such a library ought to be a medium of exchange for teachers' ideas. It ought to be provided with photographs, specimens of work done by children, with written and printed descriptions of both typical and experimental pedagogical work which is being carried on throughout the country, and particularly in the immediate locality of the library. If these exhibits were selected by a group of expert teachers and a judicious librarian, they could easily be developed to a high grade, corresponding to the exhibits of painting and sculpture, which interest not only professionals, but also to a lesser degree the larger public. If there is anything that the teaching profession needs, it is some such outlet as this. At present pedagogical efforts of a high degree of artistic excellence are buried, and sometimes hermetically sealed by the indifference and the jealousies of fellow teachers. Much visiting of the school by parents or other members of the community interested in education is liable to defeat its own ends, just as in watching a painter at work one is not very likely to learn much of his secret, or even to see what he is really doing. An intelligible account of what the teacher is trying to do, backed up by actual evidence of results, is more satisfactory in itself, and would make any future visit to the school much more instructive to the observer.

Besides its functions as a reference library and place of exhibition, such an institution as we are discussing cannot get on without a circulating department. Even the best purely reference library is liable to become rather dead. Few people are found at work within its walls. Books are like red blood cells. They need to be taken to the organ which is using them. Circulation, too, helps to advertise the institution in the most natural way. The actual consumption of goods is carried on at all points of the community, instead of being confined to one building. The advantages of these uses are consequently seen and imitated by others, who had not previously been interested. For a state library, a circulating department which loaned out sets of 25 or 50 books in different localities, or an extensive and less costly parcel post system, would meet the difficulties of distance.

HOW MAY A TEACHER LEAD CHILDREN TO READ GOOD BOOKS?

P. W. Kauffman, Superintendent of Schools, Pomona, Cal., at California Library Association.

ASSUMING that good books are available—an assumption which often does violence to the facts—the question is, "How can the teacher get the pupils to read them?"

(a) She may read some of the books to the school. If she be a good reader, she may at least imitate the poor hunter who aims at a whole flock of birds hoping to bring some of them down. If she be a poor reader, which, pity 'tis, is too often true, then she may hope to have as great results as when the mountain groaned and a mouse came forth.

(b) She may make a list of good books and recommend her pupils to read them. In this way she may minister to the needs of those who have already formed a taste for books. But she will not make a great success of inducing children who have been brought up on the deadening effect of "school reading" to form this taste for good books. The children reason, and reason rightly, that if the books which she recommends do not fit into their lives any better than those which she compels them to read at school, then they will have as little to do with them as possible.

(c) She may, with all the helps she can get, make a list of sane and wholesome books and say to her children, "We will read some of these books and others equally as good for our school reading. You are permitted to select from this long list any book which interests you, or bring any book outside of this list for my approval, and then you may read the book at school and at home until you have finished it, when you may select another." This is the plan which we have been trying in a modest way for the last eight or ten years to work out in our schools. The results as a whole have been more than satisfactory. We use the plan for a part of the time in the fourth grade (a part of the time being necessary to complete the state fourth reader). We use the plan during the whole of the time of the fifth year; that is, the pupils have no regular reading book during the fifth year. We use the plan for a part of the time in the sixth year, and we are now planning to use the plan once a week in the English of the seventh and eighth years. The results are that the teacher has almost entire control of the reading of her pupils; that the pupils take great interest in their reading; that they read from 10 to 40 books—good literature—a year; that they are held responsible for every book they read, a part of it being read orally to the teacher and most of the remainder being reproduced in the language of the pupil; that their oral language is greatly improved and their other studies supported by their extensive reading; that many pupils who never dreamed that there was anything they wanted in books be-

come the most interested in the reading; that many who have an absolute poverty of books at home have the way opened to the riches of a library; that the pupils become far more intelligent; that their reading influences their moral conduct; that they get better companions in their books than they do in their associates; that it keeps some of them at home nights who would otherwise be on the streets; that in addition to books which the pupils buy or get in exchange with other pupils and from the school library, our pupils read about one book per month from the public library for every child of school age in the city; and that the character of the books read has been improved in a very marked degree.

A CHILDREN'S ROOM OF THE PITTSBURGH CARNEGIE LIBRARY

THE East Liberty branch of the Carnegie Library of Pittsburgh was opened Oct. 10, 1905 (*L. J.*, November, 1905, p. 891). The children's room, as shown in the illustration elsewhere, is the largest children's room in the system of six branch libraries. It measures 40 x 50 feet floor space and is fitted up with polished dark oak shelving and furniture, including low round tables, a window seat, a recessed wash bowl, bulletin boards, magazine and picture-book racks. The floor is covered with rubber tiling, practically noiseless, which together with the round tables has reduced the difficulty of discipline to a minimum. The walls are tinted a soft buff, making a harmonious whole, pleasing to the eye.

This room is open after school hours until nine o'clock in the evening, and is filled daily with all classes and conditions of children. The illustration represents the appearance of the room on an average weekday afternoon, though in the evenings it is often crowded to the fullest extent of its capacity. The branch stands between a tenement district crowded with foreigners and one of the better residence districts of the city, and the children who use it represent every gradation of both classes. Three trained children's librarians are in charge of the room, and the juvenile attendance since Oct. 10, 1905, to March 30, 1906 (less than six months), was 57,930, and the juvenile circulation 60,179 volumes. The total attendance, both adult and juvenile, at the branch for the same length of time was 143,904, and the total circulation, both adult and juvenile, was 113,931 volumes. The work at this branch is representative of the steadily increasing volume and importance of the library work for children being done in Pittsburgh. Story hours are held in almost all the branches, frequently in the assembly room connected with each building, and these are always designed to center upon the use of books, and to familiarize the children with the literature of mythology, legend, romance, or some special person or subject.

IMPORTATION CLAUSES IN PROPOSED COPYRIGHT BILL

THE following are the clauses regarding importation of books, so far as concerns the interests of libraries, substantially as agreed upon in the latest copyright conference:

"SEC. 40. That, subject to the provisions of Section 41 herein, the importation, without the written consent of the proprietor of the American copyright, of foreign reprints, although authorized, of books by American authors first published and copyrighted in the United States shall be prohibited, unless agreement permitting importation is entered into between the American copyright proprietor and his foreign assignee or licensee, and the copies imported bear upon the cover or title-page, or the reverse of the title-page, a notice that their importation into the United States is authorized.

"SEC. 41. That during the existence of the American copyright in any book the importation into the United States of any foreign edition or editions thereof (although authorized by the author or proprietor) not printed from type set within the limits of the United States or from plates made therefrom, or any plates of the same not made from type set within the limits of the United States, or any editions thereof produced by lithographic process not wholly performed within the limits of the United States, except where the objects represented are located in a foreign country, shall be and is hereby prohibited: *Provided, however,* That such prohibition shall not apply—

(a) To works in raised characters for the use of the blind;

(b) To a foreign newspaper or magazine, although containing matter copyrighted in the United States printed or reprinted by authority of the copyright proprietor, unless such newspaper or magazine contains also copyright matter printed or reprinted without such authorization;

(c) To the authorized edition of a book in a foreign language or languages, of which only a translation into English has been copyrighted in this country;

(d) To books in a foreign language or languages, published without the limits of the United States, but deposited and registered for an *ad interim* copyright under the provisions of this Act, in which case the importation of copies of an authorized foreign edition shall be permitted during the *ad interim* term of two years, or until such time within this period as an edition shall have been produced from type set within the limits of the United States, or from plates made therefrom, or by a lithographic process performed therein as above provided;

"(e) To any book published abroad with the authorization of the author or copy-

right proprietor when imported under the circumstances stated in one of the four subdivisions following, that is to say:

"(1) When imported, not more than one copy at one time, for use and not for sale, under permission given by the proprietor of the American copyright;

"(2) When imported, not more than one copy at one time, by the authority or for the use of the United States;

"(3) When specially imported, for use and not for sale, not more than one copy of any such book in any one invoice, in good faith, by or for any society or institution incorporated for educational, literary, philosophical, scientific or religious purposes, or for the encouragement of the fine arts, or for any college, academy, school or seminary of learning, or for any state, school, college, university or free public library in the United States; but such privilege of importation without the consent of the American copyright proprietor shall not extend to a foreign reprint of a book by an American author copyrighted in the United States unless copies of the American edition cannot be supplied by the American publisher or copyright proprietor;

"(4) When such books form parts of libraries or collections purchased *en bloc* for the use of societies, institutions or libraries designated in the foregoing paragraph; or form parts of libraries or of the personal baggage belonging to persons arriving from foreign countries, and are not intended for sale."

Sessions of the copyright conference were resumed in Washington March 13 and continued for several days. There was an attendance of about 60 persons, representing the varied interests concerned in the measure. The general aims and results are described in a statement given by Mr. Putnam, which emphasizes the great importance of this effort to unify and systematize copyright legislation, quotes from the President's message on the subject, and refers to former meetings and to the work of this conference. As yet no bill has been formulated to be presented to Congress; but such a bill is to be prepared and submitted to the various organizations which participated in the conference, and when approved by them will be introduced in Congress. It is pointed out that the conferees could not themselves frame a bill. "This had not been expected of them. The most that had been hoped of them was:

"(1) That they should establish some general principles;

"(2) That they should bring forward into proper recognition particular hardships suffered under the existing law and appropriate measures of relief, and

"(3) That by frank expression in a body so disposed to be conciliatory they should furnish

a practicable working basis between interests naturally diverse.

"Now they have accomplished all these things, and accomplished them in a degree quite extraordinary and never predicted. They have, for instance, established, as the judgment of these groups represented, certain general principles. For instance, that the protection of copyright should initiate from publication. This seems simple as stated, but the establishment of it affects in diverse ways the determination of innumerable provisions, and clears away innumerable perplexities.

"Example: That the copyright in a work should cover all the copyrightable matter therein. Equally simple, as stated, but whose enunciation cleared away many embarrassments.

"That the omission of mere formalities should not of itself invalidate the copyright, even though it should prevent recourse against innocent infringements. Under the present law the deposit of copies is not merely a requirement, but a requirement the omission of which will invalidate the copyright; and the copies must be deposited on or before the date of publication. If they are not, your copyright is lost, and you can never make it good.

"The substitution of penalties for invalidation of copyright in any formality not indispensable to the protection of the public.

"The public is much interested in these principles, as it will be in the particular provisions of any bill that may be introduced, but they are not in a condition yet to be promulgated, and, as mere statements of principles, were not intended to be promulgated. They were simply for the guidance of those who are to draft the bill. There was before this last conference a memorandum in the form of a bill which was gone through, provision by provision, section by section, and the framers of the bill will have for their guidance particular provisions and even particular phraseology proposed."

LIBRARY COPYRIGHT LEAGUE

BELIEVING that there may be necessity for active work in protecting the privileges of American libraries from undesirable legislation in the proposed copyright bill, and realizing that the American Library Association is not so organized as to do such work to the best advantage, I call upon all interested to join me in organizing a Library Copyright League, for the purpose above indicated.

Will every librarian who is interested write me *at once*, and present the matter to the governing board of his library, with an appeal for financial support? *Do not delay.*

An organization will be perfected at the earliest moment after sufficient replies are received.

W. P. CUTTER,

Forbes Librarian, Northampton, Mass.

BI-STATE LIBRARY MEETING AT ATLANTIC CITY, MARCH 9-10

THE annual spring meeting of the New Jersey Library Association and the Pennsylvania Library Club was held as usual at the Hotel Chelsea, Atlantic City, N. J., on March 9 and 10. There was an unusually large and representative attendance, due in part to the meetings of the Council of the American Library Association and the American Library Institute held at the same time. The Publishing Board and two or three of the standing committees of the Association also took advantage of this occasion to hold meetings. The Atlantic City meeting in the spring and the Lake Placid meeting in the fall are fast becoming opportunities for the transaction of important business of a general nature, while the papers offered at these gatherings have tended to the consideration of topics of more than local interest. At the opening session, on the evening of March 9, there were nearly 250 in attendance, and at the last session this number was somewhat increased. Librarians from Wisconsin and Illinois were present, and Ohio and New York, Massachusetts, Delaware, and the District of Columbia sent goodly numbers in addition to the members of the associations of the two states under whose auspices the meeting is held.

The first session was in charge of the Pennsylvania Library Club, whose president, Dr. John W. Jordan, presided. Mr. John J. MacFarlane contributed a paper on "A commercial library," in which he brought out somewhat in detail the work of the library of the Philadelphia Commercial Museum, and contrasted with that work the resources and experiences of the various larger libraries of the country along the line of supplying commercial information to business men. Mr. MacFarlane dwelt especially on the need of up-to-date information in commercial affairs, and illustrated the possibilities of our government documents in answering questions on statistics and commerce. It may be said that Mr. MacFarlane's strictures on the lack of the most recent works on commercial matters in most of our libraries seemed a trifle exaggerated. It is certain, however, that the replies to his inquiries indicated a strange lack of fulness with regard to some most important documents.

Miss Sarah Comly Norris Bogle gave, in some detail, an account of the reorganization of the library of Juniata College, Huntingdon, Pa., of which she is librarian. This collection is particularly rich in early Pennsylvania German imprints, many of which were mentioned and described. The session ended with a review of library progress in Pennsylvania, particularly in the last year, by Mr. Thomas Lynch Montgomery, state librarian. Mr. Montgomery was able to report many items of interest, chief among which were a largely increased appropriation for the state library

commission and the erection of several Carnegie libraries.

The second session was held in the lecture room of the new Public Library of Atlantic City, on Saturday morning, March 10. At the close of this meeting an informal and very delightful reception was tendered the librarians by the trustees and their wives. Mr. John Cotton Dana, president of the New Jersey Library Association, presided. The first paper was by Miss Frances L. Rathbone, librarian of the Free Public Library of East Orange, N. J., who spoke at some length on the various devices for guiding a reader to the contents of a library. Her title, "Library guides," she held to mean anything, or anybody, which aids the prospective reader to his book. In particular she discussed leaflets, information for borrowers, signs, guides in the catalog, etc. Miss Rathbone had prepared a summary of her paper which was printed in advance, and had also mounted and displayed a large number of examples of what she considered good and bad guides. Her paper brought out a lively discussion, which was chiefly directed towards the need of explaining the card catalog to new readers, and to objections to signs which were not very simple and direct. Miss Lord, of Pratt Institute, pointed out the fact that the nearer the sign approached to the standard of good printing the better it was, and instanced in a very practical manner the new sign which had been recently placed on the outside wall of the Pratt Institute Free Library.

Miss Louise Connolly, general supervisor of public schools, Summit, N. J., followed with a talk which, for wit and brilliancy, combined with hard sense and keen penetration, was easily the feature of the meeting. Her subject was "The art of using a library," but it might have been called a critical and kindly survey of our modern libraries as they impress one who is trying to use them. It is to be hoped that it may later appear in print.

Mr. Herbert Putnam, Librarian of Congress, presided at the last session, at the Hotel Chelsea, on Saturday evening. The first paper was by Mr. Varnum Lansing Collins, of Princeton University, on the "Preceptorial system," in use at Princeton. It is given elsewhere in this issue.

Miss Adelaide Hasse, of the New York Public Library, told the history of the collection of public documents in that institution under her charge, and touched upon its development, as now in process and in contemplation. Prof. Woodward, director of the Carnegie Institution at Washington, spoke entertainingly of the difficulties of his post. He was of the opinion that he had more gratuitous advice showered upon him than any one else in the country, not excepting the President. He also told why it was that so many public libraries found themselves cut off from the free list of the Carnegie Institution, which is limited to about 300 institutions

all over the world. His position was that their publications should be sold at cost. Although it was not announced by Professor Woodward at the time, it became known during the meeting that the Carnegie Institution has decided to complete Sabin's monumental work on American bibliography. This cannot but give satisfaction to all librarians.

Brief announcements concerning the A. L. A. Conference at Narragansett Pier closed the formal program. Most of those in attendance remained in Atlantic City until Monday, so that opportunity was given for meeting friends and for much "shop-talk" on the Sunday.

WM. WARNER BISHOP,
Secretary pro tem.

PROPOSED ASSOCIATION OF FRENCH LIBRARIANS.

PLANS have been announced for the formation of an Association of French Librarians, which it is hoped may be formally organized in Paris at Easter time. A circular sent out to all French librarians under date of Feb. 1, and signed by 28 leading librarians of Paris, makes a strong appeal for such an organization and presents an outline draft of the constitution. The circular points out the absence of close relations between French librarians and the difficult conditions that are the result of this isolation. A few librarians have felt impelled to take the initiative toward forming an association, "in the thought of overcoming this isolation and ameliorating the situation of libraries and librarians." They have prepared a sketch of the purpose of such an association and a draft of a constitution, and send these out for advice, suggestions and criticisms. The circular continues: "We think that if this proposed association is realized it will be strong only as it responds to the observed and expressed needs of the greatest possible number of French libraries and persons interested in the prosperity of French libraries. The brief outlines given have no pretensions other than to express broadly the thought indicated at several preliminary meetings. If the results of the present referendum are favorable, it is proposed to organize in the coming Easter season the first general meeting."

The sketch of the purpose of the association is in substance as follows: "Our fundamental idea is to endeavor by study and action to make our libraries a vital part of the machinery of modern life, useful auxiliaries to all scientific and practical life. We believe it therefore necessary to formulate and disseminate correct ideas regarding libraries and librarians, on the character of the profession, its relative autonomy, the diverse needs to which it should respond, and its precise and practical adaptation to those needs. We believe that more authority and security must be given to those who devote themselves to

this profession, and that it is eminently useful for librarians and the friends of libraries to make common cause of their studies and their efforts for the improvement of French libraries. It is, therefore, a practical aim that we propose and not the creation of a simply scientific society to share the field with many others. We believe also that it is necessary to begin with some practical work, and we ask suggestions for undertakings among which our association, once organized, may choose its first essay. To aid in suggestions, we note the following matters which deserve consideration:

"1. Meetings, articles, correspondence, conferences, communications contributed to a special bulletin or to one of the existing bibliographical reviews;

"2. Information service, to aid in the establishment and improvement of libraries;

"3. Publication of bibliographies, as for instance, the resumption of M. Jordell's 'Répertoire des articles de périodiques';

"4. Establishment of meetings on questions of interest to libraries." Signatures to the circular include, among others, MM. Adenis, Artois, Bernard, Bouchot, Bouteron, Capet, Cottin, Deniker, Gautier, Grand, Hildenfinger, Ledos, Lelong, Maire, Marchal, Mortet, Poete, Rastoul, Ruelle, Stein, Sustrac, Vicaire, and Viollet.

The draft of constitution opens with the announcement of the name of the organization as Association des Bibliothécaires Français; its aim is to "deal with all questions concerning the interests of libraries and librarians;" membership is open to all persons belonging to the profession of librarian or interested in libraries; annual dues are five francs, and persons may become foundation members on payment of not less than 20 francs. The affairs of the association are to be administered by a committee of 20 members, elected by majority vote at the general meeting, and including correspondence votes. One-quarter of the committee members must be elected annually, and retiring members are eligible for re-election. This committee is to appoint each year from its membership a "bureau," composed of a president, two vice-presidents, a secretary, a secretary-assistant, and a treasurer; the retiring president is ineligible for re-election. All decisions of the committee shall be decided by majority vote; six members make a quorum. The committee, in addition to its regular sessions, as designated by itself, shall meet on call of the president, as the interests of the association may demand. The president has full power to act on behalf of the association. The general meeting ("Assemblée générale") is the sovereign authority; it shall be held once a year at a place and date fixed by the committee, shall conduct elections, and financial and administrative matters shall be submitted for its approbation; it may hold extraordinary sessions on call of the president. Besides

the annual general meeting there shall be quarterly meetings devoted especially to the study and discussion of technical and professional questions. The dissolution of the association may be pronounced only at a general meeting specially called for that purpose, by a vote representing a majority of half the members present or represented.

American Library Association

President: Frank P. Hill, Brooklyn Public Library, 26 Brevoort Place, Brooklyn, N. Y.

Secretary: J. I. Wyer, Jr., State Library, Albany, N. Y.

Treasurer: Gardner M. Jones, Public Library, Salem, Mass.

MINUTES OF EXECUTIVE BOARD

A meeting of the Executive Board was held at the Hotel Chelsea, Atlantic City, N. J., on March 10, 1906, at 9.30 a.m. The following members were present: Mr. Frank P. Hill, Dr. E. C. Richardson, Mr. J. I. Wyer, Jr., Miss Helen E. Haines. The minutes of the meeting of January 11 were approved without reading. The names of seven persons not actively engaged in library work, presented by the treasurer, were voted into membership.

Invitation from Asheville for 1907. A letter from Mrs. Annie Smith Ross, of Charlotte, N. C., urging the selection of Asheville, N. C., as the place of meeting for 1907, was read. The matter not being ripe for discussion or consideration, the letter was placed on file.

Committee on publicity. Mr. Purd B. Wright, of St. Joseph, Mo., was appointed a member of the committee on publicity, *vice* J. G. Moulton, resigned. A communication was read from Mr. J. C. Dana, chairman of the committee on publicity relative to arrangements for reprints of papers from conference proceedings, and was referred to Miss Haines to arrange with the committee. The treasurer was instructed to pay the bills of the committee on publicity to the extent of \$50 until the adoption of the next annual budget following the Narragansett meeting.

A. L. A. admission fees and dues. The treasurer, in pursuance of the action of the Executive Board on January 11, submitted a report on A. L. A. admission fees and dues, as follows:

"In submitting this report on an admission fee I venture other suggestions regarding the finances of the A. L. A., which I hope may not be taken amiss at the present time when we are making special efforts to increase our receipts.

"I advocate an admission fee because it gives an easy method of holding members to continuous membership. The really interested and the conscientious members pay regularly each year, but a large percentage pay only

when it is convenient, generally when expecting to attend the year's conference. By careful planning one can pay every other year and yet keep his name in the Handbook and, to all appearances, be a regular member in full standing. This is wrong and unjust to the faithful members who consider it a duty to pay dues regularly and promptly.

"We also need more income and, for that reason, I recommend an annual fee of \$3, instead of \$2. We are now giving the Proceedings, costing, including delivery, about \$1, the Handbook, over 8 cents, and the *A. L. A. Booklist*. This leaves less than 80 cents to pay the running expenses of the Association.

"I do not believe that either an admission fee or increased dues would lessen the number of members to any great extent. I am sure it would increase our receipts, and members who do not value the advantages of the *A. L. A.* at more than \$2 a year are of little profit of strength to the Association. In England, where salaries are much smaller than in this country, the annual dues are a guinea a year, and members are only admitted after formal proposal, announcement on call of the meeting, and election by the association.

"Under our present by-laws a delinquent holds his membership for about 14 months after the expiration of the year for which he has paid. Our last Handbook contains the names of 217 persons who are not in good standing, having been dropped on March 1 under our present by-law no. 1. The last, and in many cases the only, year for which they have paid is 1904, and yet their names have appeared in two handbooks. We ought to purge the lists soon after each conference, so that the annual Handbook shall contain only the names of members in good standing, who have paid for the current year. If a member is dropped, he should be able to rejoin only by paying all back dues, or the admission fee required of new members. If it is more difficult to get in and to maintain membership, it will be more prized. . . .

"Whatever action may be taken regarding the admission fee and annual dues, there is no doubt our life membership is too low. \$25 yields but \$1, or less, at present rates on interest.

"Any new by-law adopted should not take effect until after the coming conference, but this would be in time to allow the dropping of delinquents, and the compilation of the new Handbook according to its provisions. An amendment to the constitution could not take effect until after the 1907 conference.

"Respectfully submitted,

GARDNER M. JONES, *Treasurer.*"

Accompanying the report were several forms for amendment of constitution and by-laws, to accomplish the change recommended. After discussion it was deemed inadvisable to increase the annual dues of either individuals or institutions or the sum necessary to secure life membership, and it was *Voted*,

That the Executive Board recommend to the Council the amendment of the by-laws (Section 1), by inserting after the word "January" the words "save that for the first year the dues for individuals shall be \$3. Any person renewing membership shall pay all arrears of dues or the dues required from new members."

Committee on A. L. A. exhibit at Jamestown, Va. The president's *ad interim* appointment of a committee on A. L. A. exhibit at the Jamestown Exposition was confirmed as follows: Mr. H. J. Carr, chairman; Mr. Melvil Dewey, Miss Isabel E. Lord.

Permanent headquarters. Mr. E. C. Hovey, assistant secretary, and Mr. C. C. Soule, for the Publishing Board, appeared before the Board, the former with a statement as to the progress made in collecting the fund to be used in opening permanent headquarters of the Association in New York City, showing \$1800 paid into the treasury and \$1500 additional in satisfactory pledges. Mr. Hovey expressed his belief that with present prospects the sum of \$5000 net will be raised by August 1.

Mr. Soule stated that the Publishing Board would move into permanent New York headquarters at any time, but that September 1 would best accommodate its work; that it will pay, if necessary, one-half the rent of the new headquarters; that if the Executive Board will pay all the rent, the services of two library experts in the pay of the Publishing Board will be made available for the general correspondence and duties pertaining to headquarters, so far as their connection with the Publishing Board shall permit. Mr. Soule further stated that the Publishing Board will be unable to pay any part of the salary of assistant secretary after April 1, 1906. Mr. Hovey and Mr. Soule were then excused, and after consideration of statements from the treasurer of the Publishing Board and of the A. L. A., showing the sums received from Mr. Hovey and paid to him for expenses incurred in raising the headquarters fund, the Executive Board

Voted, That the services of Mr. Hovey be continued at the rate of \$125 per month until August 1, and that this sum be apportioned \$25 per month to the general treasury of the Association and \$100 per month to the permanent headquarters fund. It was further

Voted, That permanent headquarters be established in New York on September 1, 1906, if sufficient funds be in hand to insure the experiment for one year.

The following resolution from the Publishing Board was read and placed on file: "At the regular meeting of the Publishing Board it was *Voted*, That the Publishing Board feels that its office and administration expenses should be borne by the A. L. A. headquarters, thus leaving its entire income to be used for preparation and publication."

The treasurer, Mr. Jones, submitted a statement, showing that Mr. Hovey had paid in to

him the sum of \$1800 for the purpose of establishing permanent headquarters. From this sum have been paid the following items:

Mr. Hovey, Travel . . .	\$560.15
Mr. Hovey, Salary as assistant secretary . . .	177.03
	<u>\$737.18</u>

A statement was also submitted by Mr. Soule showing that the trustees of the Endowment Fund have paid to Mr. Hovey since April 1, 1905, the following sums:

On account of salary . . .	\$631.31
For travelling expenses (Portland and San Francisco) . . .	358.63
	<u>\$989.94</u>

In addition to the above the Publishing Board has paid to Mr. Hovey for services rendered since April 1, 1905, \$441.66.

J. I. WYER, Jr., Secretary.

MINUTES OF A. L. A. COUNCIL

A meeting of the Council of the American Library Association was held at Atlantic City, N. J., on March 10, 1906. There were present the following: Frank P. Hill, E. C. Richardson, Melvil Dewey, John Thomson, W. T. Peoples, R. G. Thwaites, J. I. Wyer, Jr., Miss Helen E. Haines, H. C. Wellman, F. M. Crunden, A. H. Hopkins, Miss M. E. Ahern, W. C. Kimball, A. E. Bostwick; and by invitation C. C. Soule, Herbert Putnam, J. C. Dana, H. J. Carr, W. P. Cutter, W. C. Lane. On motion of Mr. Wellman, the reading of the minutes of the previous meeting was dispensed with.

Revision of copyright law. The first order of business was the proposed revision of the copyright law. The secretary submitted the following report from the Executive Board:

"The report of your Executive Board is based on the following instruction given to it by the Council at Portland, where it was voted 'That the Executive Board be requested to take measures for the representation of the Association at future conferences on the revision of the copyright laws, and in behalf of the Association to protest against the inclusion in the copyright law of the provision prohibiting importation of copyrighted works into the United States without written consent of the author or copyright proprietor, or to secure some modification of the same.'

"Acting on this instruction, the Board has continued Mr. F. P. Hill and Mr. A. E. Bostwick as official representatives of the A. L. A. at such copyright conferences as have been held since the Portland meeting; has held extensive correspondence with authors' and publishers' associations; has communicated to each member of the Council the successive modifications and concessions secured; and has held one important conference with the representatives of the American Publishers' Copyright League. As a result of these actions, the Executive Board has secured an important modification of the proposed im-

portation act as originally drafted by the various associations representing the different copyright interests, and this compromise measure has had the unanimous approval and concurrence of your Executive Board, and will on its behalf be presented to the Council this afternoon by Mr. Bostwick."

Mr. Bostwick then presented the latest draft of this section of the importation clause relating to libraries:*

"The importation shall also be permitted as follows of copies of any copyright book printed abroad with the authorization of the author or proprietor, except authorized reprints of books by United States authors published under the provisions and stipulations of section twenty-nine of this act:

"1. In the case of persons purchasing for use and not for sale, who import subject to the duty thereon, *under the permission given in writing by the author or proprietor of the American copyright of such work*, not more than one copy of such book at any one time;

"2. One copy of such book when imported in any one invoice by the authority of the United States or for the use of the United States:

"3. When specially imported, not more than one copy of any such book in any one invoice, in good faith, for the use of any society or institution incorporated for educational, literary, philosophical, scientific or religious purposes, or for the encouragement of the fine arts, or for the use of any college, academy, school or seminary of learning, or for any state, school, college, university or free public library in the United States, and not for sale, *provided that the edition of the book so imported shall come from the country of origin.*

"4. When such books form parts of libraries or collections purchased 'en bloc' for the use of societies, institutions or libraries designated in the foregoing paragraph; or form parts of libraries belonging to persons or families arriving from foreign countries, and are not intended for sale;

"5. All books and pamphlets in raised characters for the use of the blind."

At the close of this report, Dr. Richardson complimented the Board on the progress made and the substantial results accomplished. Messrs. Wellman, Crunden and Hopkins also expressed gratification at what had been done, but were inclined to insist that the representatives of the A. L. A. should stand for the law in its present form. This subject was discussed by nearly all the members of the Council present at great length, and a number of motions were introduced looking toward specific instruction to the two delegates to the copyright conference, but no definite action resulted upon any of them.

A. L. A. admission fee. The Executive

* Later modifications, in accord with the representations of the A. L. A. delegates, were made in this draft. In its latest form it is given elsewhere in this issue (see p. 171).

Board further recommended to the Council the following amendment to the by-laws, Section 1: Insert after the word "January" the words "save that for the first year the dues for individuals shall be \$3. Any person renewing membership shall pay all arrears of dues or dues required of new members." This recommendation was adopted by vote of 8 to 4. The chair ruled that inasmuch as it required a three-quarters vote to suspend a by-law, it would also require a three-quarters vote to amend. Dr. Richardson appealed from the decision of the chair and asked for a vote as to whether a majority of the Council was not competent to amend a by-law. The decision of the chair was not sustained and, more than a majority of the Council voting for the amendment, it was agreed to as recommended.

Application of Endowment Fund income to Publishing Board. On request of the Publishing Board, the Council voted to appropriate the accumulated income of the Endowment Fund and the income of that fund for the current year to the use of the Publishing Board. The Council then adjourned.

J. I. WYER, Jr., Secretary.

REPRINTS FROM PORTLAND PROCEEDINGS

The A. L. A. Publishing Board has issued for the committee on publicity reprints of the following papers included in the volume of Proceedings of the Portland Conference, 1905:

- Address of the president: the national library problem to-day; by Ernest C. Richardson.
- Library conditions in the northwest; by Charles Wesley Smith.
- What state and local library associations can do for local library interests; by J. C. Dana.
- The Library of Congress as a national library; by Herbert Putnam.
- State library commissions, by Henry E. Legler; and The work of an eastern library commission, by Caroline M. Hewins.
- Travelling libraries as a first step in developing libraries; by Gratia A. Countryman.
- Library administration on an income of from \$1000 to \$5000 a year: essentials and non-essentials, by S. H. Ranck; and Economies in plans and methods, by Marilla W. Freeman.
- The question of library training; by Lutie E. Stearns.
- Rational library work with children and the preparation for it; by Frances J. Olcott.
- Copies of these may be had at 5 cents each, or at the rate of \$3 per 100, if ordered in lots of 25 or more, by addressing A. L. A. Publishing Board, 10½ Beacon street, Boston, Mass.

State Library Associations

ALABAMA LIBRARY ASSOCIATION

The Alabama Library Association issues the "Proceedings of the first meeting, Nov. 21, 1904" (70 p. S.), as a carefully prepared and interesting pamphlet—a creditable production for one of the youngest state library associations. There is a frontispiece illustration of the Carnegie Library of Montgomery, a brief list of the public and school libraries of the state, and an index, besides constitution, lists of members and full record of papers and proceedings.

CALIFORNIA LIBRARY ASSOCIATION

President: James L. Gillis, state librarian, Sacramento.

Secretary: Miss Mary L. Sutcliffe, State Library, Sacramento.

Treasurer: David M. Belfrage, Cooper Medical Library San Francisco.

The annual dinner and meeting of the association was held at the California Hotel, San Francisco, on the evening of Feb. 27. After the dinner the first order of business was the reading of reports, election of officers for 1906, and notice of proposed amendments to the constitution. The election of officers resulted as follows: president, James L. Gillis, state librarian; vice-president, Melvin G. Dodge, Leland Stanford University Library; secretary, Mary L. Sutcliffe, State Library; treasurer, David M. Belfrage, Cooper Medical Library, San Francisco.

"Recent events of importance to Western scholarship" was the general subject of the program, presented by Professors Charles Mills Gayley and H. Morse Stephens, of the University of California.

Dr. Gayley spoke on the proposed bureau for the reproduction of manuscripts, as outlined last year at the international congress at Liege. In opening, he called attention to original authorities, to good scholarship, and to the fact that in America we lack much in respect to available sources of this character. The libraries of Europe teem with treasures that we need in our work and are inaccessible to most of us. The necessity of the duplication of these, is not merely one of convenience. They are too precious for us to permit only one copy to be in existence. The danger from fire is an ever threatening one. Scholars lament the irreparable loss of the Turin library. Dr. Gayley had this matter brought forcibly to his attention in 1897, when he was at Oxford. He noticed the collotyping process by which facsimiles were then being made, that it was expensive, that 20 copies cost \$100, but that 100 copies could be made for \$2.50 each. The idea came to him that this might be still further cheapened by co-operation; lists could be made out annually, and these could be sent out to libraries and their

subscription asked for. A central library should form an essential feature of the scheme. Here one copy at least of each ms. should be placed. Such a steadily growing collection would in a hundred years represent the cream of the collections of European libraries. Future great scholars will, for instance, want facsimiles of the treasures of the Bancroft library. Such, in detail, is the inception of Dr. Gayley's idea. He is enthusiastic, and has faith that at least a start in this great work will be made in our own day. The proposed bureau is now crystallizing as a practical proposition, and in March the idea will be discussed at the meeting of American university presidents at Berkeley.

Dr. H. Morse Stephens' subject was the Bancroft Library, purchased last year by the University of California. He said, in substance: The credit for the acquisition of the Bancroft Library belongs to the regents of the University of California, and to President Benjamin I. Wheeler. They were all appreciative of the ideas that were advanced regarding the worth of the library. They saw at once the great opportunity, and found a way to accomplish it. Mr. Bancroft also deserves great credit for placing the library at their disposal on the liberal terms that he did. He has really given the university a present of \$100,000, because his library would bring in the open market \$500,000 at least.

Langlois, the eminent historian, wrote an article a few years ago, entitled "H. H. Bancroft & Co." As everything that he writes is read with avidity by historical students, this article was read from Constantinople to St. Petersburg, and did more than anything else to establish Mr. Bancroft's fame in the old world as a book collector. Mr. Bancroft was able to get into the market at a time when the original documents of California were still in existence. The mass of material which he gathered together for the Pacific Coast is absolutely unique. His chief characteristic as a collector was his imagination. He swept in with his drag-net every kind of printed material—business directories, diaries, handbills, account books, and even ships' logs. He sent a man to Alaska for records of the early fur companies and, as a result, we have more of these than can be found at St. Petersburg. Mr. Bancroft was a book collector by the grace of God. He captured everything in sight. It will take fifty students fifty years to get the collection into working order. One knows not where to begin the enumeration of its riches; there is a magnificent pile of briefs in Spanish land cases; an extraordinary collection of records of the old missions; the entire records of the Presidio of San Francisco; large masses of correspondence of old Spanish families; the actual minutes of the Vigilance Committees, which are under lock and key, and are not to be opened until all the participants have passed

away; there are 5000 newspapers from all parts of the state, many of which exist only in this collection. As to the importance of the acquisition, original material is absolutely necessary for the training of students in history. The business of the professor of history is to teach men how to collect and digest material. The Bancroft Library is the best collection of original resources of any specific part of the United States. The time is not far distant when students will come from all over the Pacific Coast to consult this unrivalled collection of original sources.

At the close of the addresses a resolution was passed endorsing the plans outlined by Professor Gayley for the organization of a central bureau for facsimile reproduction of important documents.

A meeting of the association was held in the San Francisco Public Library on the evening of March 24, President Gillis presiding. The amended constitution was discussed and unanimously adopted. It fixes the annual dues of the association at \$1, and its special feature is the division of the state into four districts, each district having a president appointed by the president of the association. The object of this districting is to make it possible for the small outlying libraries to receive the benefit of library meetings. Each district will have its own meetings, and there will be an annual meeting of the whole association. The first district, in which Sacramento is situated, comprises the interior northern counties; the second district includes the counties around San Francisco and along the north coast; the third district includes the counties south of Tehachapi. L. W. Ripley, librarian of the Sacramento Public Library, was appointed president of the first district and J. D. Layman, of the state university library, was appointed president of the second district. Appointments for the third and fourth districts were deferred.

Announcement was made of the summer school for librarians to be conducted at the state university in charge of Miss Mary L. Jones, formerly of the Los Angeles Public Library; and a resolution was passed, offering to co-operate with the N. E. A. in arranging for the meeting of the library section at its convention next July.

The meeting closed with a paper by William R. Watson, telling of the work being done by the California State Library.

DISTRICT OF COLUMBIA LIBRARY ASSOCIATION

President: George F. Bowerman, Public Library.

Secretary: Earl G. Swem, Library of Congress.

Treasurer: Henry S. Parsons, Office of Documents.

The 92d regular meeting of the District of Columbia Library Association was held in the

children's room of the Public Library, March 14, 1906, at 8.15 p.m. The following were appointed members of the committee in charge of compilation of a handbook of the libraries of the District of Columbia: Miss Josephine A. Clark, librarian of the Department of Agriculture; Mr. F. B. Weeks, librarian of the Geological Survey; Mr. Charles H. Hastings, and Mr. Earl G. Swem, of the Library of Congress. The president announced that the remaining two members would be appointed later. By vote of the association, at the February meeting, the president, *ex officio*, is to serve as the seventh member of the committee.

Mr. Claude B. Guittard, librarian of the Coast and Geodetic Survey, was prevented by illness from reading his paper describing the library of the survey. Miss Anne S. Ames, librarian of Mount Vernon Seminary, presented a paper on "The work of a librarian in a private school." In planning courses, the librarian should remember that the pupils are already overworked, and should beware of adding library studies that are not distinctively helpful to the classroom instruction of the various teachers. The librarian's work should manifest itself in the better results obtained by all the teachers. Miss Ames referred to the necessity of a thorough knowledge of the standard reference books. In Mount Vernon Seminary a course of instruction is given in the use of reference books. As a useful adjunct in instruction, a printed list of standard reference books has been compiled, with sufficient blank space after each title for notes. Miss Ames closed with a description of the Christmas book exhibit. This exhibit was established that the seminary students might have the opportunity of examining at their leisure the best 100 or 150 books suitable for gifts at the Christmas season. The books for the exhibit are lent annually by local booksellers.

Mr. Charles H. Hastings, of the Library of Congress, reported upon the recent meeting at Baltimore of the Bibliographical Society of America. Mr. Hastings spoke of the general character of the meeting and the publications which the society now has on hand. Most of the papers read were reviewed briefly, as they are expected to appear soon in the "Papers and proceedings" of the society. Special mention was made of the "List of incunabula in American libraries" which the society has undertaken to compile; also of the project advanced by Mr. A. G. S. Josephson, of Chicago, for the establishment of a bibliographical institute with an endowment of \$1,000,000 for the systematic collection of bibliographical information on a large scale, to supply the needs of investigators and commercial and industrial firms.

The association was fortunate in having present Mr. Arthur E. Bostwick, of the New York Public Library, a delegate of the A. L.

A. to the copyright conference, and Mr. R. R. Bowker, editor of the *LIBRARY JOURNAL*, representing the American Authors' Copyright League at the copyright conference. Mr. Bostwick explained the purpose of the copyright conference, stating that those in attendance represented the producers, with the exception of the representatives of the A. L. A., to whom were entrusted the interests of the consumers. The American Educational Association was not represented. The vexed question as to the importation of copyright books, he stated, would probably be settled by a compromise to the effect that foreign editions of foreign authors, copyrighted in America, might be imported, but not copyrighted books of American authors published abroad. Mr. Bowker spoke of the value of the local library association in maintaining an active interest in libraries in a community. Mr. Carnegie's foresight in establishing libraries upon the stipulation that the community in each case should support its own library was highly commended. Mr. Bowker referred to the object of the American Authors' Copyright League, and presented the authors' views of copyright. In closing, he maintained that the compromise of which Mr. Bostwick had spoken was about as satisfactory a solution of the importation question as possible, in view of the many conflicting interests of the various constituencies interested in copyright law.

EARL G. SWEM, *Secretary*.

MISSOURI LIBRARY ASSOCIATION

The association has issued its "Handbook," as an illustrated pamphlet of 28 pages, devoted to the activities of the association and to the libraries of the state. It contains a brief sketch of the organization and purpose of the association, list of officers and members, state library laws and directions for availing of them, a summary of libraries in Missouri, recorded alphabetically by towns, an argument for a library commission, and a draft of the proposed commission bill supported by the association. The handbook is a useful and creditable publication.

TEXAS LIBRARY ASSOCIATION

A library institute was held under the auspices of the Texas Library Association at Fort Worth, on Thursday and Friday, March 22 and 23. There were two sessions each day, which were held in the assembly room of the Carnegie Public Library, and in connection with these there was a binding exhibit and an exhibit of picture bulletins from the New York State Library School. The program included the following topics: The library institute; its work; The local library situation; Things that help to make a library successful; Children's work and children's books; Essentials in library administration; The public library, its relation to the community; The question of maintenance; Public library and public

school; Value of a trained librarian. Technical questions, such as cataloging, classification, book selection, binding and mending, hours of opening, etc., were also dealt with in papers and round table discussion. This was the first of a series of institutes planned by the state library association to cover the whole state and to bring in touch the librarians of the small libraries who are prevented by distance from attending the meetings of the association. The beginning was very satisfactory, 15 libraries being represented, including one from Indian Territory.

VIRGINIA LIBRARY ASSOCIATION

President: John P. Kennedy, state librarian, Richmond.

Secretary: Edward S. Evans, assistant state librarian, Richmond.

Treasurer: Miss Mary G. Lacy, Virginia Polytechnic Institute, Blacksburg.

A meeting of the Virginia Library Association was held in the state library building, at Richmond, on March 14. Delegates from every part of the state were present, including Mr. W. H. Sargeant, librarian of the Norfolk Public Library; Mr. J. S. Patten, librarian of the University of Virginia; Miss Mary G. Lacy, librarian of Virginia Polytechnic Institute; Miss Virginia C. Castleman, of Herndon, Va., and Mrs. William E. Strother, librarian of Jones Memorial Library, Lynchburg, Va., besides many others, including the leading librarians in Richmond. Mr. Kennedy, of the Virginia State Library, presided, and resolutions of importance were read and acted upon by the delegates.

A resolution was offered approving the library movement in Richmond, and advising that the city accept the offer of \$200,000 made by Mr. Carnegie on the 13th inst.

But the most important resolution offered during the meeting was the one inviting the A. L. A. to hold its annual convention in Richmond in 1907. It was demonstrated that Richmond was the most practical point for the convention of 1907, at which time the Jamestown Exposition would be in full blast. Statements were made showing that Richmond could offer the most open hospitality to the delegates at that time, and that arrangements could be made for free trains and free boats from Richmond to Jamestown during the convention. The following is the resolution as presented to the meeting:

"Knowing that it is the policy of the American Library Association to aid in the stimulation of library interests in every section of our country, and, that with this purpose in view, it has held its annual convention at different places in the north and west, from Boston to Portland,

"*Be it resolved,* That the Virginia Library Association, as the representative of the library interests in Virginia, do send through its delegates a most cordial invitation to the National Association to meet in Richmond in 1907, during the time of the Jamestown Exposition; and that we further invite all educational and other associations in the state to join us in extending this invitation; and,

"*Be it further resolved,* That a committee be appointed to consist of five members to be known as the 'arrangement committee' who shall immediately take active measures to co-operate with the above organizations in pressing the claims of the south, before the A. L. A., and who shall further co-operate with these organizations in making all necessary arrangements for the accommodation and suitable reception of the delegates."

Mr. W. H. Sargeant, J. S. Patten and Edward S. Evans were appointed delegates to represent the Virginia Library Association at the A. L. A. meeting at Narragansett Pier, where they are to press the invitation for the following convention.

EDWARD STEPTOE EVANS, *Secretary.*

WISCONSIN LIBRARY ASSOCIATION

President: H. C. Buell, Janesville.

Secretary: Miss Julia A. Hopkins, Free Library, Madison.

Treasurer: Miss Katharine D. Cramer, Public Library, Oconto.

The 16th annual meeting of the Wisconsin Library Association was held in Madison, February 21-23, and proved the most successful in its history. Those in attendance, about 150 in number, represented 63 different libraries of the state, and the presence of librarians from Indiana, Illinois, Michigan and Minnesota lent additional interest to the meeting. The sessions were held in the club room of the new Madison library building, affording visiting librarians an opportunity to inspect the excellent appointments of this library, and the well-equipped quarters of the Wisconsin library school. The practical topics assigned to various speakers elicited much discussion, in which most of those present participated, resulting in the recital of experiences and bringing out suggestions that proved helpful and inspiring.

The feature of the opening session was a scholarly address on "Books and life," by Dean Edward A. Birge, of the University of Wisconsin. Hon. Harlan P. Bird, of Wausau-kee, submitted a paper detailing the work of his "Library experiment for men," a building where the "lumber jacks" of his region may enjoy in the same building the privileges of a library, restaurant, and bowling alley. "A library club room for men" was the subject of a paper by Miss Mollie Catlin, descriptive of the billiard room auxiliary maintained by the Stevens Point Library. Miss Helen L. Price, of the Merrill library, spoke of the "Special library work with foreigners" which she has undertaken, with special reference to the groups of Slav and Greek colonists in her community. Judge J. M. Pereles, chairman of the Wisconsin commission, closed the evening's program with a practical paper on "What a trustee can do to help the librarian," incidentally mentioning an array of "don'ts" which the properly disposed trustee ought to keep in mind in order that the effectiveness of the librarian might remain unhampered by officious offensiveness and pernicious officiousness.

The Thursday program was devoted to a series of forenoon papers on *Restrictions in libraries, wise and otherwise*, and afternoon papers on *Everyday problems*. These papers and talks were limited to five minutes each, and proved interesting, inspirational and profitable. The fact that nearly everyone present took part in the discussion and comment demonstrated that the topics evoked interest born of personal experience. The topics were as follows:

"Loaning but one book, or at most two books at a time."—Miss Mary A. Smith, librarian Public Library, La Crosse.

"Requiring guarantors from adults."—Miss Katharine D. Cramer, librarian Public Library, Oconto.

"Never loaning outside city limits."—Miss Lucy Lee Pleasants, librarian Public Library, Menasha.

"Permitting but one renewal."—Miss Julia A. Hopkins, librarian Free Library, Madison.

"Restricting Sunday readers to material found in the reading room."—Miss Charlotte Templeton, librarian Public Library, Oshkosh.

"Retention of borrower's card for an unpaid fine."—Miss Henriette von Briesen, librarian Public Library, Columbus.

"The seven-day book: why not transfer it?"—Mr. J. V. Cargill, chief of circulating department, Milwaukee Public Library.

"Making no exceptions in the loaning of reference books."—Miss Agnes L. Dwight, librarian Public Library, Appleton.

"Closing children's room at eight o'clock."—Miss Mary J. Calkins, librarian Public Library, Racine.

"Fines."—Dr. George W. Peckham, librarian Public Library, Milwaukee.

"Fiction on the shelves: some practical hints."—Miss Julia E. Elliott, head instructor Wisconsin Library School.

"Simplicity in cataloging."—Miss Agnes Van Valkenburgh, head cataloger Milwaukee Public Library.

"School duplicate collections: a suggestion."—Miss Katherine I. MacDonald, assistant secretary Wisconsin Free Library Commission.

On Friday morning Miss Mary Emogene Hazeltine, chief of the Wisconsin commission's instructional department, conducted a question box. A resolution, suggested by Hon. H. L. Ekern, was adopted, presenting strongly the need of low postal rates for the transmission of library books in remote communities, and adding:

"The Wisconsin Library Association, in annual session, hereby asks the members of Congress from this state to advocate the enactment of such laws as will bring about the purposes indicated above.

"It asks that Congress make provision permitting books to be sent to individual borrowers, through the mails and by mail carriers, at a rate not exceeding one cent a pound,

or fraction thereof, the return rate of postage being likewise not in excess of this amount, including a request for a new-book loan; provided that the transportation of books coming under this act shall be limited to those which are secured from the Library of Congress, or any state, county, city, village, town, or travelling library supported in whole or in part by taxation or appropriation from public funds.

Resolved, That the secretary of this association transmit a copy of the above memorial to each member of Congress representing the state of Wisconsin or any district thereof, and also to the president of each state library association in the United States, with a request that similar action be taken by such organization."

Formal tenders of hospitality for the next annual meeting were received from Janesville and Milwaukee, and were referred to the newly-elected board of officers. The officers are: president, H. C. Buell, Janesville; vice-president, L. D. Hinkley, Waupun; secretary, Julia A. Hopkins, Madison; treasurer, Katharine D. Cramer, Oconto.

Library Clubs

CHICAGO LIBRARY CLUB

President: Miss M. E. Ahern, *Public Libraries*, 156 Wabash avenue.

Secretary: Miss Evva L. Moore, Oak Park Public Library.

Treasurer: C. A. Larson, Chicago Public Library.

The March meeting of the club was held on the evening of the 8th at the Public Library with more than 60 in attendance. The president, Miss Ahern, being out of the city, by her request Mr. Clement Andrews of the John Crerar Library, occupied the chair. Miss Sophie Hyde, of the John Crerar Library, was elected to membership.

Miss Warren, of the School of Education, read a letter addressed to the president from the board of trustees of the University of Chicago, giving information concerning the plans for the erection of a memorial library building in honor of the late President Harper, and planned to cost a million and a half, to be provided by popular subscription. The plan involves a general library building erected in the middle of the main quadrangle to serve the double purpose of a general university library and an administrative center and headquarters for all the libraries of the university, including the departmental libraries upon the main campus, and the libraries of the School of Education, the Yerkes Observatory, and all other schools of the university wherever located. The lower portion will be devoted to stack room and at the top of the building will be a great reading room, or group of reading rooms. The plans afford

space for a million and a half books and provide for 1000 desks for readers. Adjoining the library building on different sides will be other buildings devoted to special subjects and containing departmental libraries. These buildings will be connected overhead by bridges with the main building on the same level with the main reading room. The readers in any one of these reading rooms may thus pass freely to any one of the rest, or may have brought to them a book from any or all of the rest. By this means all the libraries are practically consolidated into one, but each departmental building contains its own departmental library in close association with its lecture room, offices, etc. A blue print of this plan was on exhibition, and the subject was referred to the president to appoint a committee of two to look into the matter and report at the next meeting.

The chair then introduced Mr. Edwin L. Shurman, literary editor of the *Record-Herald*, who delivered a most interesting address on "What the American public is reading, and some principles of book reviewing." After discussing the paper in a manner which showed the interest it aroused the meeting adjourned. Mr. Shurman said in part that many of the older critics and the censors of public morals are pessimistic in regard to the present day taste in literature. Because of the great amount of reading of light and trashy books, they maintain that the quality of literature is deteriorating, and that the literary taste of the reading public is not what it should be.

Mr. Shurman said that fiction may be roughly divided into five classes: the historical romance, as "The crisis," 400,000 copies of which have been sold; the religious historical novel, as "Ben Hur" and "Quo Vadis," of which respectively 500,000 and 750,000 copies have been sold; fiction which deals humorously with American life and characteristics, such as "David Harum" and "Mrs. Wiggs of the cabbage patch;" the imaginary romances, usually not of a high literary order, but harmless; and the realistic novel, such as "The house of mirth." While it is true that public taste is often unable to distinguish between good and bad literary art, still this is a defect of youth, not of deterioration.

It is the duty of the critic and the librarian to encourage the reading of the best books each mind is capable of enjoying. Every book is entitled to a fair criticism. It must be remembered that the chief function of the critic is not to denounce, but to point out the beautiful and good. The process of improving the public taste will be slow. The newspapers must keep in touch with the public. Librarians should be readers, and when opportunity offers give a word of critical advice. In time there will be a stepping from the flimsy and light to the more serious and thoughtful. EVVA L. MOORE, *Secretary*.

HUDSON RIVER LIBRARY CLUB

President: George G. Champlin, New York State Library.

Secretary: Miss Celia M. Houghton, Public School Library, Albany.

Treasurer: Miss Jane Brower, Albany Free Library.

A meeting of the Hudson River Library Club was held in the New York State Library, Wednesday, March 14. After a few words of welcome, Mr. George G. Champlin, the president, introduced Mr. James I. Wyer, reference librarian of the state library, who gave a talk on "Reference books for a small library."

Miss May Child Nerney, of the state library, then spoke upon "Genealogical books for a small library." Mr. Anderson, state librarian, spoke informally upon "The attitude of the state library to the smaller libraries of the district," and also stirred up a spirited discussion of the ways in which the club might be most useful.

At the close of the meeting the members of the club examined with much interest a selection of the best books of 1905 which were on exhibition.

NEW YORK LIBRARY CLUB

President: Henry W. Kent, Metropolitan Museum of Art.

Secretary: Miss Alice Wilde, New York Public Library, Washington Heights Branch.

Treasurer: Victor H. Paltsits, New York Public Library, Lenox Building.

The fourth of this season's meetings of the New York Library Club was held on the afternoon of March 8, in the Millbank Chapel, at Teachers College, Columbia University. The minutes of the previous meeting as published in *LIBRARY JOURNAL* were approved, and a detailed report for the year from the treasurer read and accepted.

The subject of the meeting was "Book-binding," the first speaker being Mr. John Cotton Dana, who considered chiefly rebinding for libraries. In his talk he would speak of four things: the exhibit to be seen later in the Educational Museum, a few practical points, the literary side, and the anatomy of the joint between cover and book. The exhibit was the result of 15 years' study of the subject and of the changes made in the New York library and their results. It was originally prepared for that library, has since been travelling around the eastern states, and will later journey west. The practical question to be asked is, What is the economical binding for a library? One great difficulty at present is that we are almost without standards; the librarians and assistants are often ignorant on the subject and no statistics have been gathered about the value of bindings or their economy — whether a 30 cent binding pays.

In one large library of good standards the much-used books are bound in brown duck, and as this rough surface catches dust and dirt so well most are not fit to touch. In another art vellum with gold lettering is used; here the gold lettering rubs off, leaving the books with a very shabby appearance. In another reference books which will stand on the shelves 10 to 50 years are bound in leather which decays in from five to eighteen years, and here are long sets the early volumes of which are already decayed and the recent volumes of which are still being bound in leather. These are examples of un wisdom, but to discover the materials that are wise is a task of the most prodigious difficulty. In the first place, it must be remembered that bookbinding is a craft in the best sense of the word, that to bind a book well calls for the most painstaking care, and that the spirit of the binder must go into it. The essentials in good binding are ease in opening, strength and flexibility of joint and that the whole binding be adapted to the paper. The following materials have been found good in the Newark library: for much-used books half red cow with imitation leather sides, which can be washed; for less used books English imperial morocco cloth, or for a cheaper binding dark blue art canvas with gold lettering; for reference books not much used half best morocco; for newspapers half duck with cloth sides. Newspapers seldom called for it is sometimes better not to bind at all, or old books not much used, it being often preferable to leave the old binding on the latter, merely wrapping them in paper and marking. The literary side of binding covers many questions only to be answered by one having a wide knowledge of books and editions. For fiction, which accounts for more than half the bills, some such questions as these might be asked: If not the only copy, are the others good enough and could this be spared? Would it be economy to discard? Is it a book which it is the library's policy to encourage? If not, has it served its purpose? If the only copy, is it worth keeping? If only useful for the history of literature, cover and reclassify in literature. Is it the best edition? Would it be better to discard this and replace with a good edition? Mr. Dana then showed a diagram of the anatomy of the joint between cover and book used in the Newark bindery, saying that if the work were well done throughout it would last as long as the book, and concluded with this result of his experience that it is worth while to take an interest in the work, to pay well when it is well done, and if possible to pay better when it is better done.

Miss Collar, of the Pratt Institute Library School, then gave an interesting talk on the historical side of binding, and Miss Rathbone, of the same school, described the very simple and practical method of preparing

books for the binder used in the Newark library and recently tried at Pratt.

The new constitution submitted by the committee on revision and sent to all members the week previous was then read, and it was moved by Mr. Paltsits that it be considered article by article. This motion was amended by Dr. Canfield to read that the constitution as recommended by the executive committee be adopted as printed, the vote in favor of the amendment being 19 to 17.

The chairman of the dinner committee made a brief report, announcing the date as April 17, the new members were elected, and the meeting adjourned to enjoy the exhibits. These were arranged in the Educational Museum of the college, and were two, the Newark exhibit on binding and that on modern typography and illustration loaned by the Society of Printers, of Boston.

ALICE WILDE, *Secretary.*

Library Schools and Training Classes

CARNEGIE LIBRARY OF PITTSBURGH TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

March has been the eventful month of the present school year. Special arrangements were made early in the year with the Western Reserve Library School for the second year students to attend special courses of lectures at the Western Reserve Library School, the subjects of the courses to be "History of the printed book," "History of libraries," "Library organization," and "Book selection." The students spent six weeks in Cleveland taking these courses and doing practical work in the children's department of the Cleveland Public Library. They returned to Pittsburgh on the 27th of March. It is impossible to estimate the value of this experience in broadening the outlook of the students.

Among the special lecturers of the month was Miss Caroline Burnite, supervisor of work with children, Cleveland Public Library, who lectured on "The growth of literature for children." Gilbert D. Emerson, bookbinder, Philadelphia, Pa., on March 6 and 7 lectured on "Bookbinding." On the 15th Miss Emily Greene Balch, associate professor of economics at Wellesley College, gave a lecture before the training school in the auditorium of the East Liberty branch on "The Slav immigrants— who, whence and why." On March 19 Mr. Graham Romeyn Taylor, of the Chicago Commons, talked on "Municipal neighborhood centers: the social extension of a park system," illustrated by lantern slides. A particularly pleasant feature of the month's lecture course was the visit from the representatives of the two library periodicals of the country. Miss Ahern, on her return home

from her eastern trip, stopped in Pittsburgh and delivered two lectures before the school on March 19, her subjects being: "Business methods" and "The personal element in library work." On March 27 and 28 Miss Haines gave three lectures on "Discrimination in fiction," "The development of library associations," and "Library periodicals."

DREXEL INSTITUTE LIBRARY SCHOOL

The students of the library school attended the bi-state meeting of the Pennsylvania Library Club and the New Jersey State Library Association at Atlantic City, March 9-10. A re-union of students, graduates and instructors was held at dinner on Saturday night, March 10, when about 35 were present. This spring outing is always enjoyed by the students, who thus gain a chance to see and hear many of the prominent workers in the profession.

The annual out-of-town visit to libraries will this year include Princeton and Trenton, and the libraries of New York and vicinity. The visit will be made early in May.

Miss Rosalie V. Halsey, class of '03, talked to the students on March 1, about "Early American children's books," of which she has made a special study.

Miss Mary P. Farr, class of '95, gave an informal talk to the class, March 22, on "The work of an organizer," a very practical and helpful subject by one who has had much experience in the work.

Miss Plummer and the students of the Pratt Institute Library School visited our school on March 27, when the usual interchange of experience on the part of the students of both schools made an agreeable variation in the day's work.

Miss Daisy B. Sabin, class of '04, has been elected librarian of the Public Library of Burlington, Iowa.

Miss Florence Thompson, class of '05, has been appointed to a position in the Library of the Department of Agriculture.

MCGILL UNIVERSITY SUMMER LIBRARY SCHOOL

The third session of the summer school of library economy conducted by McGill University, Montreal, Canada, will open on May 30, to close June 27. The course will be similar to those of previous years. While keeping specially in view the needs of librarians or assistants in smaller libraries, it presupposes no knowledge of the subjects of instruction. At the same time the teaching will prove valuable to any one who may desire assistance in special directions, or may wish to obtain a general view of the whole field of library effort. Besides the specific subjects of classification, accessioning, cataloging, shelving, charging, order work, reference, etc., there will be lectures and demonstrations

on other topics and practical work in the university library. The fee will be \$5 for the course. Further information may be had on application to C. H. Gould, librarian of McGill University.

NEW JERSEY SUMMER LIBRARY SCHOOL

The first session of the summer school for library training to be conducted by the New Jersey Public Library Commission will be held at Asbury Park, N. J., from May 21 to June 22, 1906. The course will deal with first principles of library economy, classification, cataloging, book selection, etc., and is intended especially for the improvement of small libraries, for promotion of acquaintance among librarians, and to induce such students as can do so to secure more advanced training. There will be no entrance examination, and the course will be free to any one holding a position or under appointment to a position in a New Jersey public library. Any teacher or member of a library board, or other persons in New Jersey, desiring to take the course will be admitted for a fee of \$5 and cost of necessary supplies. The course will be in charge of Miss Sarah B. Askew, organizer for the commission, and there will be numerous lectures by outside librarians.

NEW YORK STATE LIBRARY SCHOOL

The annual visit to New England libraries, which has always been made in April, will this year be postponed until June 18-20, to enable the students to attend the A. L. A. meeting at Narragansett Pier. Some 20 or more of the school have indicated their intention to combine the visit with the conference, and it has seemed well worth while to defer the visit and secure a large representation from the school at Narragansett Pier.

A bill has been introduced in the New York legislature appropriating three and a half millions for a building for the state education department. It is planned to include ample quarters for the state library and library school.

The following changes in curriculum have been authorized by the faculty: Library buildings, which has heretofore been a senior subject, will in the future be divided between the two years, 6 lectures in the junior year and 12 in the senior year. The instruction will still be in the hands of Mr. W. R. Eastman.

The course in printing will this year be given by Miss Elva L. Bascom, of the state library staff, who has done editorial work in connection with publications of the library and educational department for several years and has been, during part of that time, directly in charge of the library printing.

A course of 12 lectures on public documents will be offered during the years 1906 and 1907 by Mr. J. I. Wyer, Jr., as a senior subject.

This course will be an extension of that on U. S. government documents, which have been given by Mr. Wyer for the last two years, and will include additional practice work and consideration of state and municipal documents.

It is hoped to have during the next year some regular instruction in children's work and in library organizing for small libraries. The faculty is unanimous in the desire to arrange for these courses as eminently practicable and likely to be in immediate request when our students leave school.

Miss Mary E. Ahern, editor of *Public Libraries*, lectured before the school on March 16-17. Her subjects were "Being a librarian" and "Business aspects of librarianship."

SIMMONS COLLEGE SUMMER LIBRARY CLASS

The corporation of Simmons College, Boston, will open to women a summer class for the study of general methods of library work, to be held during the six weeks, July 10 to Aug. 18, 1906. Exercises will be conducted in the college building on The Fenway, from nine o'clock till three, five days in the week.

The program includes lessons in cataloging, classification—either Decimal or Expansive—reference, and library economy. Instruction will be given largely by lectures, to be followed by practice. The aim will be to make the entire course as practical and suggestive as possible. It is planned to be especially helpful to those in the smaller libraries, who are unable to take the longer courses of study. The books and equipment used in the regular Simmons College Library School will be drawn upon so far as needed. In Boston and the nearby towns are to be found an unusual number of notable libraries of varying types. Visits to some of these will form part of the course. The class will be conducted by Miss Mary E. Robbins, director, with Miss Beatrice Winsor, of the Newark Free Public Library, as instructor, and Miss Abby L. Sargent, of the Medford (Mass.) Public Library, as lecturer on the Expansive classification.

The class will be open only to women now holding library positions, or under appointment for positions. High school training or equivalent preparation will be expected. The tuition will be \$20 for the six weeks. For further information and application forms address Miss Mary E. Robbins, Simmons College, Boston, Mass.

SOUTHERN LIBRARY SCHOOL

Miss Mary W. Plummer, director of the library school of Pratt Institute Free Library, gave a course of lectures on "The history of libraries," with lantern slides, on March 20-22, to the students of the Southern Library School.

WISCONSIN LIBRARY SCHOOL, SUMMER SESSION

Correction should be made of the statement in March L. J. (p. 134) that the library school to be opened by the Wisconsin Free Library Commission on Sept. 26, 1906, would take the place of the summer school, previously held. A regular summer session (the 12th) of the school will be held from June 16 to Aug. 24, 1906, and in its new quarters, and with improved facilities it should have even more success than heretofore. This summer session is designed, as usual, for the librarians of small public and school libraries, and for library assistants, who cannot leave their work for a year's course, but who can obtain leave of absence for this short period. There will be two courses of study, elementary and supplementary. The former, from July 16 to Aug. 24, with forty hours of study a week, includes the usual technical instruction in cataloging, classification, reference work, bibliography, book selection and buying, etc., in the form of lectures with practice work. Only students will be admitted who are already engaged in library work or under definite appointment to positions; no entrance examinations are required, but a high school course or its equivalent is considered necessary to admission.

The supplementary course offers three series of lectures—on Printing, Binding, and Elements of prose fiction—covering the four weeks from July 30 to Aug. 24. The course on printing, from July 30 to Aug. 4, will be conducted by Mr. Henry E. Legler, secretary of the Wisconsin Free Library Commission, and will deal with the subject from the historical as well as the practical side. The binding course, from Aug. 6 to 11, will be conducted by Mr. John Cotton Dana, librarian of the Newark Free Public Library, treating of library binding for use, care of books, book labels, book plates, etc., and illustrated by a special exhibit. The course in prose fiction, from Aug. 13 to 24, will be conducted by Henry Burrowes Lathrop, associate professor of English literature in the University of Wisconsin. The supplementary course is open to all who have completed a summer library course of good standing, and also to other properly equipped students. Tuition for the entire supplementary course is \$15. The courses in printing and binding are \$5 each, or \$10 for the two. The course in Elements of prose fiction is \$10. For the supplementary course there is no charge for students who are holding positions in Wisconsin libraries or have definite appointments thereto; for others the tuition fee is \$20 for the course. Application for admission to either course should be made by June 10, and application blanks and further information may be had by addressing Miss Mary Emogene Hazeltine, preceptor, Wisconsin Library School, Madison, Wis.

Reviews

BALDWIN, J. M., ed. Dictionary of philosophy and psychology. In 3 v. v. 3, in 2 pts.: Bibliography of philosophy, psychology and cognate subjects; [by Benjamin Rand.] N. Y., Macmillan, 1906. 25+542, 543-1192 p. 8°.

The third volume, in two parts, of the "Dictionary of philosophy and psychology" has made its appearance, both as recorded above and as an independent volume issued under Dr. Rand's name. Volumes 1 and 2 were published in 1901 and 1902, respectively, and have accordingly become serviceably familiar to librarians; volume 3 completes the work by giving us the most adequate bibliography of the literature of these subjects in any language. The two parts of volume 3 conform in size, approximately, to the earlier volumes, and, since they may be purchased separately, will become a bibliographical tool in many quarters; while the "Dictionary" proper appeals to a somewhat narrower constituency. The compiler, Dr. Rand, of Harvard University, clearly states the ideal principle of all bibliographical work in his preface, when he says that its real value depends upon the extent in which it serves to reveal valuable sources, and as a vantage ground from which to carry forward independent philosophical research.

If bibliography details what has been done, only to lead the student to re-state, re-trace the old, then better less bibliography and more life. A bibliography ought to stimulate. It need not be exhaustive; it must be inclusive. Not finality but suggestibility should characterize the true bibliography. The point I would contend for is that bibliographies should not be mere lists, tabulated sheets like election returns of the output of any given subject, but reasoned, digested, classified materials, grouped about problems, opening fields of endeavor and research in such wise that they "allure to brighter prospects" and new endeavors. There may easily be too much knowledge of what has been done, purchased at the expense of training out of the student every drop of initiative and originality, and librarians, least of all, want to minister to this sort of thing by the dead level enumeration that poses for bibliography in these days.

The present bibliography has been ten years in the making, by an expert student and teacher in the subject, with all the sources and helps which the Harvard University Library and the combined authorities of this and other countries could afford. The older works of Ersch and Gruber, "Encyclopädie der wissenschaften;" Ersch and Giessler, "Bibliographischen handbuch der philosophischen litteratur;" Gumpesch's "Die

philosophische und theologische litteratur der Deutschen," were used. Special bibliographies, like Schwab's "Bibliographia Aristotelica;" Adicke's "German Kantian bibliography;" Laban's "Das Schopenhauer-Lexicon;" periodicals; annals of societies; library catalogs; annual bibliographies published during the last ten years by the *Zeitschrift für Psychologie*, *L'Année Psychologique*, *Psychological Index*, etc., were consulted. A grateful acknowledgment is made to Poole for the availability of articles of philosophical import in purely literary journals; while for verification of imprint, edition, etc., (on which much labor was expended) the national and trade bibliographies with which librarians are familiar, were utilized.

The arrangement of subjects follows the order adopted by the annual bibliographies previously mentioned. Thus we have a system of classification for these subjects, and any considerable collection of works would wisely be cataloged with reference to this fact. There are seven main divisions: History of philosophy, Systems of philosophy, Logic, Aesthetics, Philosophy of religion, Ethics, and Psychology. Under each of these main headings are two subdivisions: General (bibliographies, dictionaries, periodicals, histories, systems) and Special (subordinate topics with entries alphabetically arranged). Thus under History of philosophy we have general works (bibliographies, dictionaries, etc.) covering about 40 pages, followed by specific authors (an honor roll of philosophical writers) from Thales to Spencer, 600 names; their works, collective and separate, translations, criticisms, embracing nearly 500 pages. In all cases the first and also the latest editions are noted, while for the more classical and important writers all editions are given. Part 2 treats the remaining topics in like manner. Psychology may be taken as indicative of the method of classification, there being 11 subdivisions under "general" and 26 under "special subjects."

These volumes constitute a truly international bibliography, no preference being apparently shown for English, except in the use of group names and subject headings. The *Psychological Index*, published annually since 1894, becomes for 1902 and following years an annual supplement to this comprehensive work. For psychology, these sources are well-nigh exhaustive; for the other topics a fairly adequate supplement is furnished. The non-expert user of these volumes will find some difficulty until familiar with the classification. It is not one bibliography, but seven bibliographies; it is not an index, but a classified index, so that one must in a sense know what he is looking for. Altogether it is a work which does honor to American scholarship, and puts the student of psychological science, as well as the librarian, under the keenest obligations. ERWIN W. RUNKLE.

Library Economy and History

GENERAL

BULLETIN DES BIBLIOTHÈQUES POPULAIRES: publié sous les auspices de la Bibliothèque de l'enseignement public et de l'inspection générale des bibliothèques, Secrétaire de la rédaction, M. M. Pellison. Ann. 1, 1906. no. 1-2, Jan.-Feb. Paris, E. Cornély, 1906. 3 fr.

BELL, Hamilton. The modern public library. (In *Appleton's Booklovers' Magazine*, April, 1906. p. 515-526. il.)

An agreeably written review of the evolution of library buildings, from the "reservoir libraries" of an older day—the Bodleian, British Museum, Bibliothèque Nationale—to "the modern or fountain type of library," as represented by the Library of Congress, Chicago, Boston and New York public libraries. There are numerous illustrations, including floor plans of the three last-named buildings.

The *Bulletin of the New Hampshire Public Libraries* for March contains a careful and suggestive article on "Genealogy in the library," by Otis G. Hammond.

Ceska Osvěta for March contains articles on "Reading for the young," by H. Promyk; "Reading room furniture," with illustrations, by J. Dont; and continues J. Zima's "Librarian's notes" and Zivny's exposition of "Cataloging rules." The notes touch upon university extension, news of Bohemian libraries, and the 1905 conferences of the A. L. A. and L. A. U. K.; and there is the usual annotated list of current publications.

CUNNINGHAM, Arthur. Training of teachers in library work. (In *Normal Advance* [Terre Haute, Ind.], January, 1906. p. 108-110.)

Presents the need of training teachers in essentials of library economy, and briefly describes the "department of public school library science" recently established in the Indiana State Normal School, of which Mr. Cunningham is librarian.

HARWOOD, W. H. Free libraries and fiction. (In *Westminster Review*, February, 1906. 165: 207-215.)

Largely a criticism of the circulation statistics of British libraries, the author claiming that a large percentage of fiction issued from public libraries is not read, and for several reasons, one of them being that so many of the books that come from public libraries are so filthy that persons of discriminating taste will not handle them; another being that many of them are utter trash. Nevertheless, the issue of these books helps to swell the

libraries' circulation figures. It need only be remarked that most of these criticisms do not apply to libraries where there is in a considerable measure free access to the shelves. Most of the shortcomings of the public library are due to the starvation salaries paid in English libraries, though the writer says that "we must nevertheless admit that, as a rule, they give us more for our money than any other rate-supported department."

LEIGH, J. G. Free libraries and their possibilities. (In *Economic Review*, Jan. 15, 1906. 16: 32-42.)

"It is the object of this paper, not so much to criticise the libraries, or to attack the social movement of which they are an evidence, as to indicate in what way something could be done to enlarge their influence, and thus undermine most of the objections which are generally urged against them." Strong plea is made that libraries should train the reader how to use books. The prevailing thought that all that is necessary is to place books in the reach of the masses is characterized as "the utmost nonsense." The question is not so much what people read as what they understand, and the efforts of libraries have been heretofore mostly directed in an effort to popularize reading rather than to popularize understanding. The article contains practical suggestions and is especially interesting as coming from a person who is not a librarian or connected with libraries.

The *Library Assistant* for March is devoted to report of the addresses and debate at a special meeting of the Library Assistants' Association on Feb. 7, to consider the proposal to affiliate with the Library Association of the United Kingdom, made in April, 1905. Arguments for and against affiliation were presented by W. C. Berwick Sayers and George E. Roebuck respectively, and the discussion showed strongly opposed opinions. A vote taken at the close of the debate showed 9 favoring affiliation and 25 opposed. The matter will be finally decided by a ballot submitted to the entire membership of the association.

Low, Florence B. The reading of the modern girl. (In *Nineteenth Century and After*, February, 1906. p. 278-287.)

Based on the answers received to a series of questions sent to 200 girls, and the conclusion reached is that first and foremost, schools must cease to regard literature as an examination subject. In other words, the teaching of literature in schools is largely responsible for the deterioration in literary qualities of the books read by girls.

PEET, Harriet E. Co-operation between libraries and schools: the need in Chicago. (In

Elementary School Teacher, February, 1906. 6: 310-317.)

A review of what is being done in the way of co-operation in many of the cities, with a plea for greater co-operation of the same sort in the city of Chicago.

Public Libraries for March is devoted almost wholly to the subject of library training, opened with a strong plea for "Scholarship for the trained librarian," by W. E. Henry, and giving reports of the work and aims of ten library schools, four summer training courses and three library apprentice training classes; there are also several suggestive "Letters from librarians who have been in the schools," expressive both of criticism and appreciation.

ROSSITER, W. S. What shall we do with public documents? (*In Atlantic Monthly*, April, 1906. p. 560-565.)

Reviews the extravagances and paradoxes of present methods of public document distribution and recommends the division of such documents into two classes, 1, manuals and handbooks on agricultural, mechanical and labor subjects and inexpensive reference books; and 2, scientific and statistical publications, expensive and useful to a limited number of persons. The first class should be issued in large numbers for free distribution; the second should be available only in a small edition, sent free to libraries and specified publications, and the remainder distributed for sale to authorized "congressional book-sellers" in specified cities on simple and businesslike terms.

LOCAL

Atlanta, Ga. Carnegie L. (7th rpt. — year ending Dec. 31, 1905.) Added 4335; total 31,572. Issued, home use 106,644 (fict. 47,425; juv. 24,666); visitors to reading room 56,800. New registration 2824; total cards in use 13,075. Receipts \$19,787.39 (\$12,000 city appropriation, \$6517.82 balance building fund); expenses \$19,761.99 (salaries \$5551.75, books \$2898.92, periodicals \$294.09, binding \$311.95, light \$793.10, heat \$603.75, building \$7263).

The children's department has a registration of 3850 and the circulation is 25 per cent. of the whole issue. A story-hour is held every Friday afternoon, and Miss Wallace says: "A marked difference has been shown in the quality of the books read since the story hour and the picture bulletin have been employed to illustrate literature."

In the catalog department "work has progressed in the alphabetizing of the depository cards of the Library of Congress. The cards have also been transferred from temporary to permanent quarters. The housing of the depository cards in a small library is a matter of much consideration in both expediture and storage. After investigation we adopted the

L. B. card index vertical unit as our unit for future additions. Each of these units which measures $17\frac{1}{2} \times 24 \times 51$ inches, has a storage capacity of 40,000 cards, or a working capacity of 30,000 cards to a unit. In other words, each unit has 10 drawers 24 inches long which holds a double row of L. C. cards. Each drawer has a storage capacity of 4000 cards or a working capacity of 3000 cards. Each unit therefore has 10 drawers with a working capacity of 30,000 cards. We have bought six units and have ordered two more for the growth of the coming year. Having adopted the L. C. card for our catalog and shelflist we are modifying our original catalog, bringing it as nearly as possible within the rules now used on the L. C. cards. Our library is a good example of what the printed card has done for the average library in reducing the work in the catalog department to such an extent that the catalog force is enabled to work in other departments and to give to the public the benefit of its special knowledge."

Included are reports of the Southern Library School, conducted by the library, and the December, 1905, meeting of the Georgia Library Association.

Baltimore, Md. Enoch Pratt F. L. (20th rpt., 1905.) Added, 12,686; total 285,502. Issued, home use, 620,049 (fict. 74 per cent.); ref. use 108,707; circulation of periodicals 248,600. Borrowers' cards in use 37,501.

A full and interesting report, emphasizing the constantly increasing need of an increased income if the library is to enter into the larger fields opening before it. There are now seven branches and five stations in operation, and the brief reports from each of these give some interesting details of the library's work and influence. The collection of books for the blind has been considerably increased, and collections in Yiddish and in Spanish were notable accessions of the year. The annual stocktaking showed the risk of loss as one to every 14,289 of circulation; since the library's opening in 1886 the total recorded loss of books has been 444 v. In the catalog department the most conspicuous change was the increased use of the Library of Congress cards, and the almost complete use of printed or typewritten cards. A public card catalog has been begun. The library has 106 institutions or agencies reached for outside distribution of books through travelling libraries and like collections, among them being 29 Sunday-schools and church missions. "During the summer five of the Sunday-schools kept their libraries in operation, and five playgrounds used our books. Several of the newspapers of the city registered during the year, and though they have not taken boxes, they have found it very convenient to send to the library for a few books which they might need in connection with their work. No trouble has been experienced in collecting fines; at times even more money

is sent in than is due. The number of books lost is remarkably small."

Braddock, Pa. Carnegie F. L. (Rpt., 1905.) Added 4946; total 43,385. Issued, home use, 309,258 (fict. 54.66 per cent.).

A new series of readers' cards was begun at the beginning of the year, so that no record is given of the new registration or of the total number of registered readers. "Work with the schools continues to expand;" there are now over 6000 books in use in about 150 schoolrooms and it is estimated that every book is read twice a month or oftener. "For the most part these books go to the primary grades, starting with books adapted to children who have been in school a year or less, and continuing to about fourth or fifth grade. Books for sixth grade are supplied to a few outlying districts, but generally speaking advanced pupils come to the library for books." There are three branches and two stations in operation, the latter being open only in the evening.

California State L. At its March meeting the board of trustees adopted a scheme of rules for library service, classifying and grading the various positions on the staff and defining principles of appointment. The rules are issued in leaflet form. They are based closely upon the civil service rules of the Brooklyn (N. Y.) Public Library, although this entire scheme was too extended for adoption in full. The board also passed resolutions regarding representation of libraries, through their librarians, at the annual meetings of the American Library Association and National Association of State Librarians. These resolutions recited the advantages accruing to libraries through such representation in giving knowledge of newer methods and stimulating the individual librarian to better effort, and then proceeded to call the attention of governing boards of state libraries and allied institutions to the importance of the work of the National Association of State Libraries, and the value of membership in it and attendance at its meetings, and to urge such governing boards to send their librarian or other representative to the annual meeting of the association at Narragansett Pier, and to provide for payment of the expenses involved out of library funds. The resolutions further authorize the attendance of the state librarian of California at the Narragansett Conference at the expense of the library.

Correction should be made of the statement in February L. J. (p. 92) that Miss Bertha Kumli had been appointed assistant in the organizing work of the state library. Miss Kumli and Miss Mabel Prentiss are both engaged as organizers, on an equal footing, carrying on the same kind of work throughout the state, in giving advice regarding library administration and aiding in the establishment and development of small public libraries.

Chicago, Ill. John Crerar L. (11th rpt., 1905.) Added 20,223, of which 2497 were gifts; total 142,971. No. visitors 67,386, or a daily average of 216. The estimated total use of the library is given as nearly 250,000 v. and periodicals. "The time required to fill calls has been calculated on the call slips for the third week in December. The average time was 1.71 minutes, and 83 per cent. were filled within three minutes. These figures show a marked improvement over those for 1904, which were 2.37 and 80 respectively." The use of the library's printed catalog cards by other libraries continues; in all 90,321 cards have been sold or sent in exchange and 1824 given away. The inventory completed during the year shows a loss of but 35 books in four years. There were many changes in the staff, which have necessarily involved some loss of efficiency in service.

Cleveland (O.) P. L. A bill authorizing the library board to issue bonds for \$700,000 for the erection of a central building was passed by the legislature on March 31. The matter must be submitted to a public vote at a special election for final ratification.

The Miles Park Carnegie library branch building was opened on the evening of March 24. This is simple in its general lines and effect, but most attractive and admirably arranged. On the main floor is the central delivery room, giving a rotunda effect with its surrounding circle of columns, and opening from this are the reference room and the children's room. In the basement is an auditorium, with a seating capacity of about 400 persons.

Dorset (N. H.) P. L. (23d rpt., 1905.) Added 957; total 32,548. Issued, home use 51,048. New registration 468. Reading room attendance 19,660; Sunday attendance 1991. Receipts \$4272.32; expenses \$4268.52 (salaries \$2345.56, books \$526.64, magazines \$353.65, binding \$493.94, printing \$132, lighting \$278.60).

The event of the year was the removal to the attractive new Carnegie building, which was opened to the public on July 20, 1905. "The opening of the children's room was the realization of a long cherished hope;" during the five months of its use it had 5902 visitors and a circulation of 5414 v. The historical room devoted to the library's collections in genealogy, local and New Hampshire history, has given new facilities for arrangement and growth, and its use is steadily increasing. A beginning has been made toward the adequate equipment of the science room with collections illustrating natural science, which is already attractive to children and many grown people. The trustees' report is a vigorous exposition of the place the library ought to hold in the community, and an invitation to all to avail themselves of its contents.

Dubuque, Ia. Carnegie-Stout F. L. (3d rpt.—year ending Dec. 31, 1905.) Added

2471; total 26,536. Issued, home use 96,958. New registration 612; total registration 8417. Receipts \$8786.18; expenses \$7968.18 (salaries \$3295.79, books \$1296.64, binding \$909.77, printing \$101.75, stationery \$137.01, periodicals \$264.93, heat \$711.15, light \$625.15).

A simple, clear report of effective work. The most important incident of the year was the installation of a new steel stack costing \$11,500, the gift of Andrew Carnegie, which has fully relieved overcrowding and made ample provision for future growth. In buying, the "A. L. A. catalog" has been checked and titles not in the library are being added. "The printed cards bought from the Library of Congress facilitate the general work of cataloging so materially that it is now possible for the assistant in charge to give the much-needed time to analytical work." The medical collection has been classified and cataloged. Reference use has steadily increased, although the circulation shows a decrease, as a result of the closing of the library during alterations. The children's room is now closed on all but one evening in the week, a change that seems desirable, despite the decrease in circulation involved. Considerable work has been done with the schools, four school libraries of 291 v. being now in operation. "In each case new books have been purchased for these school libraries, duplicating those owned by the main library. The care which the pupils have taken of their books is evidence of the attention the teachers have given the subject. Even in so brief a time children are showing also improvement in their choice of reading."

East Orange (N. J.) F. P. L. Recent changes in the library rules includes the extension of time limit on all adult books, except "seven-day" books, to four weeks instead of two, with the privilege of renewal if not in demand; and the use of the assembly room of the library free during library hours for all meetings of educational, literary and philanthropic organizations of the city; on the evenings when the library is closed the hall may be rented for such purposes.

Furman University, Greenville, S. C. The *American Architect and Building News* of Feb. 3 gives two pages of the plans and elevation of the library building of the university. This plan provides for a lecture room in the basement and for the control of the whole first floor by a single person.

Haverhill (Mass.) P. L. On the evening of March 19 the library opened its Washington Square branch in a room in a business block, formerly occupied by the Men's Club. The room, which faces the park, is on the ground floor, large, airy and easy of access, and is attractively decorated and equipped. The woodwork, wall bookcases and furniture

is in light ash, and the room is lighted on three sides by 14 large windows. There are accommodations for about 40 readers, with room for considerable increase. Many interesting pictures and prints are hung on the walls, and provision for temporary art exhibitions is made by a screen 13 feet long by 6, covered with denim and fitted with 48 feet of brass rods for hanging pictures. The branch has a well chosen general collection for circulation, reference and general reading, and for children and adults. It is open on week days from 9 a.m. to 9 p.m., with an hour and a half closing at noon, and two daily deliveries are made from the main library.

Indiana State Normal School, Terra Haute. The school has recently established a department of public school library science, conducted by Arthur Cunningham, the librarian. This department offers three courses of instruction, constituting a year's work as one of four branches or subjects of study usually pursued at one time, to which all students are eligible. Credits for satisfactory work done will be given on the regular curriculum of the school. The first course only has been offered for the winter term of the current school year. Course 1 is on the use of the library in public school work, the object being to prepare the teacher for intelligent, systematic and scholarly use of collections of books. Instruction is given in the use of catalogs, indexes, classification and shelf-arrangement of books, scope, special value and methods of using general reference material, children's books and pictures, selection of books for schools and teachers' libraries, and relation of the library to the public school. Five recitations per week are required, with the usual time for preparation. Courses 2 and 3 are on the organization and management of school libraries. They are designed to teach the more technical work of the school librarian, and will be made as practical as possible. Instruction and practice will be given in ordering, accessioning, classification, cataloging, preparation of books for shelves, binding and repair work, care of pictures, charging systems, etc., including the making of bibliographies on assigned subjects. The usual time in class and work will be required. Successful completion entitles the student to one regular credit for each course pursued. The election of course 1 does not necessitate the subsequent taking of further work in the department. Courses 1 and 2 may both be taken at one time, if the student desires.

Library of Congress, Washington, D. C. The discussion in Congress on March 22 on the legislative, executive and judicial appropriation bill, making appropriations for the library for the next fiscal year, was enlivened by a characteristic attack on the administration of the library and on the librarian by

Representative W. P. Hepburn, of Iowa. Mr. Hepburn objected vigorously to "the total cost of this institution that we call the Congressional Library," which he figured as over a million dollars a year by including interest on the entire cost of the site, building and equipment. He expressed approval of the architecture and decoration of the library, but felt that none of the credit for those features was due to "this man who is now charged with these vast expenditures and who is known as the librarian," and he held up to scorn the practice of "this gentleman" in "ransacking the second-hand book stores of the world by communication and by his messengers to find books, books. What kind? What do the American people care for the curiosities in the bookbinder's art or for these old and musty tomes probably reprinted over and over again? What do we or the American people care for being the owners and custodians of this class of literary curiosity?"

Mr. Burton, of Ohio, came to the rescue of the library and Mr. Putnam, pointing out that such criticisms disregarded the essential nature of the library. "It is not a circulating library at all. It is a reference library. It is like the British Museum, which costs for annual maintenance \$636,000 a year, where wages are much cheaper than here, or the Bibliothèque Nationale in Paris, and we should provide for it all the valuable books which may be useful. In the more than million books there you will find a copy of the original folio edition of Shakespeare's works and numerous books from Thomas Jefferson's library, which not only have his bookmark, but thumbmarks as well, and his notes written in the margin." Mr. Hepburn, however, said that he did not accept as any valid reason for wasteful expenditure the fact that "one of the original books of Shakespeare has been added to the library." He added: "I do not know whether the gentleman, in pursuing his Shakespearean studies, would prefer to get hold of that old and musty and dog-eared volume or to have a clean one in modern print. I think that, perhaps, would be valuable in a collection of curiosities in our National Museum, perhaps, if it did not cost too much. And why should the gentleman especially desire that volume of Thomas Jefferson's that has the thumbmarks of Thomas Jefferson on the margin? Does he take any pleasure in ascertaining the fact that Thomas Jefferson was not as cleanly in his habits as he ought to have been? Does that improve the public mind? Does that give value to this great institution?" Further criticisms made by Mr. Hepburn included objection to "an army of unnecessary employees" and to having "an entire regiment of the friends and protégés of this man Putnam foisted upon the public rolls at salaries more or less extravagant."

There was some objection also to the dis-

tribution of the printed catalog cards by the library, for the sapient reason, advanced by Representative Prince, that if the library authorities "have a right to get a force to distribute card indexes" it would logically follow "that they have a right to get a force to distribute the books themselves throughout the country. The moment you begin to distribute a portion of it, will gentlemen be kind enough to tell me where it will stop? You permit them to distribute card indexes and the next time they will say 'we are distributing books and sending them to New York, sending them to Atlanta, Ga., and to Galesburg, Ill.,' and claim that this distribution of the books to the people throughout the country is a part of the business of the library."

Strong speeches in behalf of the library were made by a number of Congressmen, with specific answer to the criticisms noted. Mr. Littauer referred to the very detailed investigation that had been made by the appropriations committee of the entire administration and cost of the library, and pointed out that "the force connected with the institution is appointed without reference to civil service rules. We made a thorough examination into how that force was appointed, and how promotions took place in the force, and the general condition of the administration. We found that out of some 236 appointments made by the present librarian, more than three-quarters of them, 167 in number, were appointed without even a letter of recommendation from either a senator or a representative." James Breck Perkins, of Rochester, spoke warmly of the usefulness and admirable management of the library, saying: "It has been my fortune to see some of the great foreign libraries, and to some extent to carry on, with others, studies in the great libraries of the world. My friend from Iowa, I presume, will say that those studies were of small importance, and certainly no one values their importance less than myself; but still in that way I have had the opportunity of comparing the great libraries of Paris and London with the great library of the United States, and I have risen here to-day to say that in the opportunities which our library furnishes to scholars, however little value my friend from Iowa may attach to their labors, in the promptness with which they can be attended to, in the facilities which are furnished to them for the careful investigation of any branch of any history or science, there is no library in the world that, in my judgment, furnishes such facilities, such promptness and such convenience as the Congressional Library of the United States."

Los Angeles (Cal.) P. L. On Feb. 27 the library directors voted to remove the library to new quarters in a business building at Hill and Third streets. Two floors were leased for the purpose and it was decided to begin

removal at the earliest possible moment. This decision is due to the overcrowded and unsanitary condition of the present quarters in the city hall and the constant danger there of loss by fire. The new quarters are regarded as temporary, but as the best makeshift available until the long desired central building can be obtained. The Laughlin annex, in which the library is to be installed, is a three-story structure, just completed, fire proof and with concrete floors. There are 20,000 square feet of floor space on the two floors. Added to this is 5000 feet of space in the basement and 20,000 feet of roof garden space. The lighting of the building is regarded as excellent. The work of removal was begun on March 15.

Louisville (Ky.) P. L. On Jan. 23 the city council voted to accept Mr. Carnegie's second gift of \$200,000 for eight branch library buildings. This offer was made a year previously, and though at once accepted by the library trustee confirmatory action by the city authorities was deferred. It is planned to begin work on several of the branches as soon as plans can be prepared.

During January additional room was provided for the children's department, by equipping a small room adjoining (formerly a chess room) for the use of the younger children. This has relieved the congestion in the main room not only by giving additional space, but by requiring entrance at the large room and exit at the small one. In the three months this department has been open it has circulated 18,661 v. A collection of over 2000 pictures is in constant circulation among the children and by teachers, for use in school work.

Lowell (Mass.) City L. (61st rpt.—year ending Dec. 31, 1905.) Added 1381; total 69,668. Issued, home use 126,904 (fict. 73 per cent.); ref. use 10,917. New registration 1659; total registration 29,791. Receipts \$15,381.14; expenses \$15,379.14 (salaries \$9304.30, books \$2306.35, periodicals \$140.27, binding \$937.45, lighting \$1971.29).

The appropriation for the year was \$3000 less than previously, and the trustees make an urgent plea for more adequate support; comparative tables for other Massachusetts libraries are given, to show that the expenditure is commensurate with the library's growth and "much less than that of any library of its size in the state." The generous bequest of the late John Davis produced an income of \$3657.05 for 1905, but this the trustees feel required to devote to improvement of the library's collections and extension of its work, and not to the running expenses. From this source they have so far purchased a large collection of engravings, fitted up the children's room, and spent \$3200 on technical, reference, and other valuable books; they intend to install open shelving in the exhibition

rooms, giving free access to several thousand volumes of the best books, and to open the library on Sundays. They, however, strongly oppose the recommendation of the city council that the Davis funds be applied to running expenses, and make a clear statement of the reasons that should induce the city to adequately support its own library. The librarian makes no independent report.

Mansfield, O. A petition was recently prepared among persons opposed to the Carnegie library building, now in course of erection, asking that the building be made into a city hospital and that the money which Mr. Carnegie has advanced, amounting to \$10,000 on his \$35,000 gift, be returned to him unless he will allow the building to be a hospital. The petition, which is said to have had over 2000 signatures, is largely supported by the local trade unions.

Maquoketa (Ia.) F. P. L. (2d rpt.—year ending Dec. 31, 1905; in local press.) Added 740; total 6068, of which 3871 are in the circulating department and 2197 in the Boardman reference department. Issued, home use, 24,366 (fict. 87 per cent.); children's books formed 36 per cent. of the entire circulation.

Massillon, O. McClymonds L. (7th rpt.—year ending Dec. 31, 1905; in local press.) Added 744; total 13,887. Issued, home use, 40,942, of which 25,747 were drawn by adults. New registration 592; total registration 3023. Receipts \$5600.49; expenses \$3758.30 (salaries \$1604.45, books \$612.81, magazines \$188.53, binding \$227.03.)

Work is much hampered by the overcrowding incident to inadequate quarters; "the children's room especially might well be twice its present size, as there are times under existing circumstances when it is crowded almost to suffocation."

Minnesota, Libraries in. The annual reports of our libraries have shown a steady growth in the work throughout the state. The number of tax-supported libraries has increased from 57 as given in the last biennial report, to 61 at the present time. The record of progress in 1905 shows that gifts for buildings have been received by Virginia, Grand Rapids and Madison and new buildings have been completed in 8 towns—Brainerd, Little Falls, Redwood Falls, Alexandria, Morris, Madison, Fergus Falls and Grand Rapids. Nearly all reports show an increase in circulation, and a broadening of the work of the library in many directions.

There is still much work to be done in Minnesota. Of the 59 cities and villages having a population of over 2000, there are 18 still without tax-supported libraries, although 3 of this number have free association libraries, and 3 subscription libraries. There are but 3 cities of over 5000 people which have no public library. Of the 76 cities and villages

having a population of between 1000 and 2000, there are 43 without public libraries of any kind.

—*Minnesota P. L. Commission Bulletin, Feb., 1906.*

Montgomery, Ala. On the morning of March 7 the residence of Dr. Thomas M. Owen, director of the Alabama State Department of Archives and History, was destroyed by fire, and his extended and valuable collection of historical and genealogical material was totally lost. In this collection were included the manuscripts of several unpublished county histories, important genealogical documents relating to Alabama families, a valuable collection of papers and publications of the University of Alabama, which had been prepared for shipment to Tuscaloosa for exhibition at the university's 75th anniversary celebration, records of the societies of Sons of the Revolution and United Sons of Confederate Veterans, and Confederate war papers. The fire originated and burned most fiercely in the library, and it was impossible to save any of the contents.

New York P. L. A Carnegie building, serving the double purpose of a home for the St. Agnes branch and for the library for the blind, was opened at 444 Amsterdam avenue, on Monday, March 26. The St. Agnes branch, which has been located at Broadway on the corner of 82d street for the past six years, was opened in June, 1894, in the parish house of St. Agnes Chapel, under the auspices of that organization, whence its name. It subsequently became an independent library, and it was the first of the small free circulating libraries to follow the example of the New York Free Circulating Library in consolidating with the New York Public Library. It has now on its shelves about 17,000 volumes and circulates 115,000 annually.

The front part of the main floor of the new building will be devoted to the library for the blind, which has now one of the largest collections of books for the blind in the United States. It has been located since its establishment in 1896 in the basement of the parish house in West 91st street, and has been operated by the New York Public Library for the past three years. The building occupied by these two branches is the 18th of those erected from the Carnegie fund. It is from designs by Babb, Cook & Willard. It has three stories and basement, measures 50 feet front by 80 feet in depth, and has a massive front of Indiana limestone. The basement is occupied by a large receiving and packing room and space for book storage, by a boiler room and by toilet rooms. On the main floor, besides the library for the blind, there is the main adult circulating room. On the second floor are the children's circulating and reading rooms, and on the third floor a large periodical and newspaper reading room. The janitor's quarters are in a partial fourth story. Be-

sides these there are work rooms and quarters for the use of the staff. The trim of the entire building is in oak and the walls are painted in a creamy tint. The building is heated throughout with hot water, on a combination of the direct and indirect systems, and is lighted with electricity. It is furnished with two small elevators, one for the janitor's supplies, operated by hand, and the other for books, operated automatically by electricity. The building, with its equipment, cost about \$80,000, exclusive of the site, which was furnished by the city.

New York City, General Theological Seminary L. (Rpt. — year ending April 30, 1905; in *Proceedings of board of trustees, 1905*, p. 343-352.) Added 1291; total 37,847. Circulation 2397 v. For reference and reading the recorded use was 5687 v., of which 1509 v. represent evening use, and the average number of readers per month has been 583 during the day and 207 during the evening hours. The number of borrowers correspond almost exactly to the total of students and officers of the seminary; the privileges of borrowing are granted to outsiders only in special cases for "reasons of unusual weight."

A reserved book collection for specific study purposes and collateral reading has been formed, divided for circulating purposes in two classes — 1, those of primary importance for consultation by all, and therefore, only loaned over night; and 2, those of less importance for reading by all but of value as illustrative and related material. The latter, which form much the larger class, are loaned in the usual way, but with the understanding that if in great demand they may be recalled. "By this selection, exhibition and loan restriction, the attempt is made, first, to enable more than one student to use the important books within a short period of time, in distinction from lessening the number of users by loaning the books indefinitely or indiscriminately, and second, to place before the student in one location all the books assigned for study in one course, together with an authoritative collection of illustrative and related material."

Some re-arrangements were made in the reading room during the year, and an adjacent room has been fitted up for study or committee meetings. The work of transferring entries from the old author catalog to the new dictionary catalog has been nearly completed. No extensive reclassification has been attempted, though this seems inevitable within a few years. "But the carrying out of such reclassification must not be begun until careful and lengthy plans have been settled upon, so that the results will be harmonious and lasting." New methods of recording and verifying books and recording continuations have been adopted, and some progress has been made in sorting the large uncataloged and unarranged collec-

tion of pamphlets. "The building up of the collection in two or three special lines is to be hoped for, and is planned—such as comparative religion, sociology, biography, etc., bearing in mind, of course, that never before has there been such great need of care in purchase to guard against the ephemeral, as now in the days of endless book production." During the year covered, on Aug. 30, 1904, Mr. Edward H. Virgin, formerly assistant in Harvard University Library, was appointed librarian.

New York State L., Albany. Resolutions calling attention to the needs of the state department of education and endorsing the proposition that the state erect a separate building for that department and the state library were adopted on March 1 by the conference of colleges and university presidents then in session with the heads of the state education department. Some weeks previously Senator Raines introduced into the state legislature a resolution directing the senate finance committee to investigate and report a bill for the acquirement of such a building, and calling attention to the crowded condition of the capitol and the need of an adequate library building.

Northwestern University L., Evanston, Ill. "Northwestern University: a history," edited by Arthur Herbert Wilde and published some months since by the University Publishing Society, New York, contains a chapter on the university library by Miss Lodilla Ambrose, assistant librarian. This opens with a statement of the place a library should hold in the work and life of a college, and touches briefly on the development of American college libraries, before tracing the history of the Northwestern University library from its inception in June, 1856, to the present time. In 1857 a room was set apart in the university building for the library, which then contained 1777 v. and 37 pamphlets. The first catalog, printed in 1868, recorded about 3000 v. The first important accession was the library of Dr. Johann Schulze, of Berlin, containing 11,246 v. and 9000 pamphlets, rich in Greek and Latin classics, bought in 1869 through the generosity of Luther Leland Greenleaf, of Evanston; "no second gift of so great value has yet been bestowed on the library, but lesser gifts of later years are significant factors in its working power." The library building, erected in 1894 largely through the gift of real estate and a fund of \$50,000 from Orrington Lunt, is described in considerable detail, and the extent, character and use of the collection at the present time are fully set forth.

Ohio Historical and Philosophical Soc. L. Cincinnati. (Rpt., 1905.) Added 436 v., 1019 pm.; total 18,481 v., 67,019 pm.

In February, 1905, Mrs. Catherine W. Lord, the former librarian, resigned and was suc-

ceeded by Miss L. Belle Hamlin. Miss Hamlin says:

"A large amount of time and labor has been expended in the library this year in an endeavor to re-arrange the volumes with a system which would make them more accessible and, consequently, more useful to readers. The old catalog lost its usefulness when our collection was moved to its present quarters, and the society arranged to have a new card catalog made in the catalog department of the library of the University of Cincinnati. Several thousand books were cataloged, but the work was practically discontinued throughout this year, owing to insufficient force in that department. However, I have prepared, with the assistance of a typewriter, nearly 6000 cards for a shelf-list, which covers all the books included under the card catalog made by the catalogers of the university, and have moved the greater portion of the entire library in order to place the cataloged volumes on the stacks in regular rotation to accord with the shelf-list, and have re-arranged and classified generally most of the books not yet cataloged."

Passaic (N. J.) P. L. (17th rpt. — 18 months, January, 1904, to July, 1905.) Added 3942; total 19,360. Issued, home use, main library, 75,214; Reid Memorial 119,451. Reading room attendance, main library 28,630. Reid Memorial 127,937. Receipts \$13,694.80; expenses \$12,238.23 (salaries \$3894.21, books \$2632.70, newspapers and periodicals \$685.17, rebinding \$1263.46).

The Reid Memorial Library, opened in 1903 (see L. J., 29: 493), has justified the wishes of its donor in all respects. Not only has its book circulation and reading room use steadily increased, but the varied activities centering in the building have been most successful. Free lectures, paid for and volunteer, especially designed for foreigners, have crowded the hall to its utmost capacity; clubs and societies have gladly made use of the rooms for social and educational purposes; there have been sewing and knitting classes, and both here and in the main library excellent exhibitions, notably those of women's handwork representing Passaic's cosmopolitan inhabitants, architects' drawings and pictures illustrating early New Jersey history. School libraries have been much in demand, the most interesting extension of the work having been made in response to the German students of the fourth ward by placing 100 good German books for adults in the German-American school. Miss Campbell also says:

"The wisdom of providing books in the foreign languages so many of our citizens read seems assured when the statistics show in 12 months the 550 books, in the 11 foreign languages we then had, were borrowed 11,114 times. Without these books in their own language many of our adult foreigners would have

been cut off from all avenues of culture, and their children would grow up without the example of the use of books in their homes."

Queens Borough (N. Y.) P. L. The Elmhurst Carnegie library branch building was dedicated on the afternoon of March 31. It is situated at Broadway and Cook avenue, Elmhurst, and opens with about 5000 volumes on the shelves.

Salem (Mass.) P. L. (17th rpt.—year ending Nov. 30, 1905.) Added 1992; total 47,299. Issued, home use 94,234 (fict. 78.73 per cent.). New registration 787.

There was a somewhat smaller use of the library during the year. Means of extending its facilities are considered, especially in the establishment of distributing agencies, but the adoption of these means implies increased funds to meet the cost of such service. Mr. Jones recommends the extension of the present building, using the existing fund of nearly \$50,000 for the purpose, and outlines the general character of the alterations desired. Such enlargement and rearrangement would give a storage capacity of over 100,000 v. instead of the present 50,000, and facilities for 130 readers instead of the present 50.

Syracuse (N. Y.) P. L. (Rpt.—year ending June 30, 1905.) Added 2218; total 66,928. Issued, home use 137,742, a decrease of 12 per cent. from the previous year. From the children's room 32,560 v. have been issued, and there are over 3000 v. in the circulating department. Receipts \$55,100; expenses \$45,781.04 (books \$3281.28, serials \$335.22, binding \$838.82, salaries \$13,050.27, furnishing \$18,451.11).

Mr. Mundy's report is devoted to an account of the opening and description of the handsome Carnegie building, opened on March 23, previously described in these columns (L. J., 30: 479). An increased income is greatly needed, particularly for the purchase of books, the available funds for this purpose having been reduced \$5000 a year for the past two years. This, despite the new building, has resulted in a marked decline in circulation.

University of Michigan L. (Rpt., 1904-5.) Added 12,230 v., of which 10,089 were additions to the general library; total 194,672, of which 154,435 are in the general library. Recorded circulation in reading room and seminary rooms, 102,991; home use by members of faculties 12,354. This is a loss of 75,339 v. in the reading room use.

Important accessions of the year are recorded, and various minor changes in arrangement and methods are noted. This is the retiring report of the veteran librarian, Raymond C. Davis, now librarian emeritus, and closes with an interesting summary of the changes and development in the library

since 1877, the year of Mr. Davis's appointment.

Mr. Koch, the present librarian, recently prepared for publication and circulation among the faculty an extended report upon the desirability of extending to students the privilege of borrowing books for home use. The practice of leading university libraries in this respect was cited and analyzed, and the adoption of this privilege was strongly recommended. The board of regents on Jan. 19, 1906, adopted rules in accordance with this recommendation, permitting students to borrow two books at a time with a limit of two weeks on each book, and privilege of renewal if there is no other demand for the book.

University of Chicago. Plans for the Harper memorial library building, which is to be erected from a public subscription fund of \$1,250,000, now in course of collection, will follow the designs drawn in 1902 by Shepley, Rutan & Coolidge, and approved by the university commission appointed at that time to consider the plans and policy of the library. These plans were reviewed in these columns on their presentation (see L. J., 28: 70-71), and at the Niagara Conference Professor Burton set forth the problems they are intended to solve (L. J., 28: C19-23). The site for the building has been selected at the south edge of the campus, facing south, and will be flanked by the modern language building on the west and the history library on the east. It will cover an area of 80 by 216 feet and will be 100 feet high, exclusive of the tower, which will rise to a height of 260 feet. The great reading room, which will be located on the top floor, will be 75 feet wide by 216 feet long and 40 feet high. The trusses in this room will be of traceried timber work, and the windows will be decorated in stone tracery. There will be five floors of stackrooms around the outer walls of the building and eight floors in the center of the building. Immediately above the stackrooms on the outer sides will be the administrative offices. The entire building will be fireproof.

FOREIGN

Bodleian L. In the London *Times* of March 17 Bodley's librarian, Dr. Nicholson, made public appeal to Oxford men and others for subscriptions which would enable him to purchase the Bodleian copy of the first folio of Shakespeare. This was thrown out of the library as "superfluous" in 1663-4, was recognized last year when brought to the Bodleian for examination, and the present owner was later offered £3000 for it by an American collector. The owner, however, gave the Bodleian the opportunity to buy it for the same price, giving the library till March 31 to raise the sum. Dr. Nicholson writes: "For the Bodleian to pay £3000, or £1000, for any printed book is simply impossible; indeed, it has never given more than

£220 10s. for a single volume, and that a manuscript collection of Anglo-Saxon and other early English charters." Subscriptions amounting to about £1500 were received, and on March 28 Lord Strathcona and Mount Royal, the Canadian High Commissioner, gave £500 to complete the amount needed.

Wellington (New Zealand) P. L. A collection of books for the blind, the gift of Mr. C. B. Izard, has been made a feature of the library. There are about 150 volumes, all but two being in the Moon type.

Gifts and Bequests

Carnegie library gifts

Baker College, Baldwin, Kan. March 16. \$25,000 to complete library building, on condition that \$75,000 be raised for an endowment fund.

Georgia School of Technology, Atlanta. March 16. \$20,000 for a library building.

Hamline University, St. Paul, Minn. March 16. \$30,000, on condition that a like sum is raised for endowment.

Richmond, Va. March 13. \$200,000, being a repetition and doubling of the previous offer of \$100,000, made several years ago.

Librarians

AVERY, Mary L. A memorial sketch of the late Mary L. Avery by Miss Mary W. Plummer, is issued by the Pratt Institute Library School Graduates' Association. The association has also presented to the Pratt Institute Library School a memorial bookcase, containing 100 books which were Miss Avery's favorites, for which a special bookplate has been designed.

BLACKWELL, Richard J., librarian of the London (Ontario, Canada) Public Library from its opening in 1895 until 1905, died at his home in South London on March 19, aged 51 years.

HADLEY, Chalmers, a member of the present junior class of the New York State Library School, has been appointed state organizer for the Indiana Public Library Commission, his duties to begin Nov. 1. Mr. Hadley will be one of the assistant instructors in the summer school for librarians at Winona Lake, Ind.

HAWKINS, Miss Emma Jean, of the New York State Library School, class of 1902, has been appointed organizer of the Athenæum Library at Saratoga. Miss Hawkins recently completed a temporary engagement as cataloger at the Brooklyn Institute of Arts and Sciences.

HOAGLAND, Miss Merica, has resigned her position as organizer of the Indiana Public

Library Commission to accept a position with the Winona Bible School, which is a part of the educational work conducted at Winona Lake, Ind., and at the Winona Technical Institute at Indianapolis. Miss Hoagland, who was formerly a member of the board of trustees of the Fort Wayne (Ind.) Public Library, has been connected with the Indiana Public Library Commission since 1901, and was one of those most active in securing its establishment in 1899. She has taken a leading part in library development throughout the state, and her untiring work has greatly extended the commission's activities in reaching small libraries and in conducting a summer training course at the Winona assembly. Miss Hoagland has been a member of the American Library Association since 1896, and has attended most of its annual conferences, and she is a member of the executive board of the League of Library Commissions.

IMHOFF, Miss Ono Mary, of the New York State Library School, class of 1898, has completed the organization of the Hearst Free Library, Anaconda, Mont., and been appointed legislative reference librarian for the Wisconsin Free Library Commission.

KNOWLTON, Miss Julia C., of the New York State Library School, class of 1906, has been appointed assistant in the New York State Library.

LEONARD, Miss Mabel E., of the New York State Library School, class of 1906, has been appointed assistant in the New York State Library.

LINDLEY, Harlow, librarian of Earlham College, Richmond, Ind., has been appointed a member of the staff of the Indiana State Library, to aid in the organization of the department of Indiana historical and bibliographical material. His appointment does not take effect until Nov. 1, 1906.

SABIN, Miss Daisy, a graduate of the Drexel Institute Library School, has been elected librarian of the Burlington (Ia.) Free Public Library, succeeding Miss Miriam E. Carey, resigned.

STEVENSON, William M., formerly librarian of the Carnegie Library, Allegheny, Pa., has for the past two years been travelling and studying libraries and library science in Europe. Since January, 1905, he has been a student of library economy at the University of Göttingen, and he has recently expressed an intention to re-enter library work in the course of a year or so.

TYLER, Arthur Wellington, for many years well known in library circles, died on March 27 in the Muhlenberg Hospital, at Plainfield, N. J., following an operation performed some time previously. Mr. Tyler was born in Pittsfield, Mass., March 14, 1842, a son of Wellington Hart and Caroline Carpenter Ty-

ler, the founders of the Maplewood Institute of Pittsfield. He was graduated from Amherst College in 1867, and was for a time on the editorial staff of the *New York Mail*, later occupying a similar place on *Moore's Rural New Yorker*. He subsequently became an assistant in the Astor Library, and from 1876 to 1879 was librarian of the Johns Hopkins University Library at Baltimore. From 1879 to 1883 Mr. Tyler was librarian of the Indianapolis (Ind.) Public Library, and during the following two years held a similar position at the Quincy (Ill.) Public Library. He then organized the Plainfield (N. J.) Public Library, and afterwards also the Blackstone Library at Branford, Ct., and later was appointed assistant librarian of the Washington (D. C.) Public Library. For the past two or three years he had been in ill health, and living with relatives in Plainfield, N. J.

Cataloging and Classification

The *A. L. A. Booklist* for March contains the annotated list of "Books on English history published in 1904," selected and annotated by W. Dawson Johnston, previously issued independently by the Publishing Board.

BIBLIOTHÈQUE NATIONALE. Catalogue des dissertations et écrits académiques provenant des échanges avec les universités étrangères et reçus par la Bibliothèque Nationale en 1904. Paris, C. Klincksieck, 1905. 293 p. 8°.

— Catalogue général des livres imprimés de la Bibliothèque Nationale. Auteurs. T. 24, Carp-Catzius. Paris, Imprimerie Nat., 1905. 8°.

CRAWFORD, Esther. Cataloging: suggestions for the small public library. Chicago, Library Bureau, 1906. 46 p. O.

A revised enlarged edition of the pamphlet published in 1900; simple, practical and careful in exposition, with many illustrations of sample cards.

ENOCH PRATT F. L. OF BALTIMORE CITY. Bulletin, January, 1906. v. 11, no. 4. p. 83-159. O.

Records all accessions for 1905, including a special list of Spanish works.

FITCHBURG (Mass.) P. L. Music bulletin of the Francis H. Jenks music library; gift of Herbert I. Wallace. Fitchburg, 1906. 28 p. O.

This is a full and interesting collection, comprising music literature, music biography, music fiction (very inadequately represented by five titles), general collections, and the much richer divisions of dramatic music, sa-

cred music, vocal music, orchestral music, pianoforte music, organ music, and music for stringed instruments. In each division entries are of the briefest, and there is practically no analytical work, so that the full amount of material available is hardly shown. An index to composers is a most useful feature, indicating the general character of the collection, which is especially strong in such names as Auber, Beethoven, Berlioz, Cherubini, Chopin, Handel, Haydn, Mendelssohn, Mozart, Rossini, Schubert, Schumann, Verdi, and Weber. The collection is apparently about ten years or more behind the time, as is evidenced by the inadequate representation or absence of Humperdinck, Strauss, Tschai-kowsky, and others, but with judicious supplementing it should readily be made comprehensive and extremely valuable.

HARVARD UNIVERSITY LIBRARY. An index guide to the shelf classification of the Harvard College Library: 1, Plans of the bookstack; 2, Index of shelf-marks; 3, Index of subjects. [Cambridge, Mass.,] Printed for the library, 1905. 43 p. 25½cm. (Special publications, 4.)

As this is intended only for the use of the Harvard library, and would not be of use elsewhere, copies are not sent to other libraries.

The NEWBURYPORT (Mass.) P. L. bulletin no. 17 includes a five-page genealogical list, "a selection of books in the library dealing with family history, not including individual and collected biographies."

NEW YORK MERCANTILE L. Bulletin of new books, no. 26, Accessions for the year 1905. New York, 1905. 24 p. O.

The NEW YORK P. L. Bulletin for March contains selections of letters from Spencer Roane, 1762-1822, on public affairs, and from Willis Gaylord Clark on American literature in 1830. In the February number there were given letters of Francis Jeffrey (1813) and Thomas Campbell, and a "Catalogue of the Becks collection of prompt books." This collection was bequeathed to the library by George Becks, who died on May 17, 1904, after a long and varied theatrical career, and contains many rare and interesting items.

PEARL, A. S. Electrical engineering classification. (In *Electrical World*, March 10, 1906. p. 521.)

The *Readers' Index*, issued bi-monthly by the CROYDON (Eng.) PUBLIC LIBRARIES, contains two good short annotated reading lists on "British Parliament" and "Making of modern Europe, 1815-1871."

The SALEM (Mass.) P. L. Bulletin for March contains a special reading list on Birds.

Bibliography

- ALUMINUM.** Minet, Adolphe. The production of aluminum and its industrial use. N. Y., Wiley, 1905. 266 p. D.
List of a few important treatises and memoirs on aluminum, p. 255-56.
- ARBOR DAY.** Bascom, Elva L. Arbor day list: books and articles on arbor day. (In *A. L. A. Booklist*, March, 1906, p. 73-87.)
—Columbus (O.) Public School Library. Books and references for arbor and bird day, 1906. Columbus, 1906. 16 p. O.
- BELGIUM.** Stainier, L. Contribution à la bibliographie de Belgique pour 1903 et 1904. Bruxelles, Misch & Thron, 1905. 13 p.
From *Revue des Bibliothèques et Archives de Belgique*, no. 3, 1905.
- BOCCACCIO.** Bourland, C. B. Boccaccio and the Castilian and Catalan literature. Paris, [Macon, Protat frères] 1905. viii, 233 p. 25½cm.
"Bibliography of translations into Castilian and Catalan of Boccaccio's works other than the Decameron," p. 214-231.
- BOOK-RARITIES.** Delpy, A. Essai d'une bibliographie spéciale des livres perdus, ignorés ou connus à l'état d'exemplaire unique. Fasc. 1: A-G. Paris, A. Durel, 1906. 156 p. 8°.
Announced in *Bibliographie de la France*, Jan. 20, p. 166.
- BOOKS.** Annual American catalog, 1905; containing a record, under author, title, subject and series, also the full titles and descriptive notes, of all books recorded in *The Publishers' Weekly*, 1905, directory of publishers, etc. N. Y., Office of The Publishers' Weekly, 1906. 36+375+329 p. O. cl., *\$3 net.
—English catalogue of books, for 1905; giving in one alphabet under author, title and subject, the size, price, month of publication and publisher of books issued in the United Kingdom and some of those issued in the United States: being a continuation of the London and British Catalogues. 69th year. [N. Y., Office of the The Publishers' Weekly,] 1906. 302 p. O. cl., *\$1.50 net.
- BRACHIOPODA.** Shimer, H. W. Old age in brachiopoda—a preliminary study. (In *American Naturalist*, February, 1906. 40: 95-121.)
Followed by a two-page bibliography.
- CANADA.** Wrong, George M., and Langton, H. H., eds. Review of historical publications relating to Canada. v. 10: Publications of the year 1905. (University of Toronto studies.) Toronto, Morang & Co., Ltd., 1906. 12+222 p. O.
This 10th volume completes the first series of this valuable work. An index volume to the series is now in preparation, and is announced for publication about July 1, 1906. It is to follow the general plan of the indexes issued by the *English Historical Review*, *Revue Historique*, and similar publications, will be bound to match the set, and sold separately at \$1.
- DOUBLE HENS' EGGS.** Parker, G. H. Double hens' eggs. (In *American Naturalist*, January, 1906. 40: 13-25)
Contains a 3-page chronological bibliography.
- DUGONG.** Dexler, H., and Freund, L. Contributions to the physiology and biology of the dugong. (In *American Naturalist*, January 1906. 40: 49-72.)
Followed by a 2-page chronological bibliography.
- EDUCATION.** O'Shea, M. V. Dynamic factors in education. N. Y., Macmillan, 1906. 3 p. l., v-xiii, 320 p. 19½cm.
Bibliography: p. 301-312.
- FOOD ADULTERATION.** Winton, A. L. The microscopy of vegetable foods, with special reference to the adulteration and the diagnosis of mixtures. N. Y., Wiley, 1906. xvi, 701 p. 24½cm.
"General bibliography": p. 671-674.
- GARDENING.** Chicago Public Library. Selected reading list on gardening. Chicago, February, 1906. 32 p. T.
- GAS.** Wyer, S. S. A treatise on producer-gas and gas-producers. N. Y., *Engineering and Mining Journal*, 1906. 296 p. 24cm.
"Bibliography of gas-producers": p. 277-290.
- LIFE INSURANCE.** Maze, C. Étude juridique du risque dans l'assurance sur la vie. Paris, Lib. Gén. de Droit et de Jurisprudence, 1905. 2 p. l., 214 p. 25½cm.
Bibliographie: p. 207-209.
- LUTHER'S HYMN.** Ein feste burg ist unser Got: vortrag, gehalten v. Max Hermann in der Gesellschaft für deutsche literatur zu Berlin und mit ihrer unterstützung herausgegeben. Mit 6 tafeln und einen bibliographischen anhang. Berlin, B. Behr's Verlag, 1905. 32 p. 4°.

- MADAGASCAR. Grandidier, G. *Bibliographie de Madagascar*. 1. ptie. Paris, 1905. viii, 433 p. 8°.
- MUNICIPAL AFFAIRS. Library of Congress. Select list of books on municipal affairs, with special reference to municipal ownership; with appendix: Select list of state documents. Comp. under the direction of A. P. C. Griffin. Washington, Gov. Print. Office, 1906. 34 p. 25½cm.
- MUSIC. Pazdfrek, F. *Universal-handbuch der musikliteratur*. 1. teil. Band C. Wien [1906]. xvi, 696 p. 8°.
- NECTURUS MACULOSUS. Eycleshymer, Albert C. *The habits of necturus maculosus*. (*In American Naturalist*, February, 1906. 40: 123-135.)
Followed by a 2-page bibliography.
- NERVOUS SYSTEM. Bailey, P. *Diseases of the nervous system resulting from accident and injury*. N. Y., Appleton, 1906. xii, 627 p. 24½cm.
Bibliography: p. 603-615.
- NEWCOMB, Simon. Archibald, R. C. *Bibliography of the life and works of Simon Newcomb; from the Transactions of the Royal Society of Canada, 2d ser., 1905-1906, v. II, sec. 3; Mathematical, physical and chemical sciences*. (Issued November, 1905.) Ottawa, J. Hope & Sons, 1905. p. 79-110. O.
- PAINTING. Marcel, H. *La peinture française au XIX siècle*. Paris, A. Picard & Kaan, [1905.] 358, [2] p. illus. 21cm. (Bibliothèque de l'enseignement des beaux arts.) "Bibliographie" at end of chapters.
- PETRARCH. Bibliotheca Nacional, *Lisbon*. A exposição Petrarchiana da Bibliotheca Nacional de Lisboa: catálogo summario pelo director da mesma bibliotheca Xavier da Cunha. Lisboa, Imprensa Nacional, 1905. 80 p. 25cm.
- RAILROAD RATES. List of works in the New York Public Library relating to government control of railroads, rate legislation, etc. (*In New York Public Library Bulletin*, March, 1906. p. 184-209.)
- ROME. Calvi, Emilio. *Bibliografia di Roma nel medio evo (476-1499), con indici per soggetti e per autori*. [v. 1.] Roma, E. Loescher e C.; Bretschneider & Regenberg, 1906. p. xxii, 175. 8°.
- TARIFF. Library of Congress. List of works on the tariffs of foreign countries. General; Continental tariff union; France; Germany; Switzerland; Italy; Russia; Canada; comp. under the direction of A. P. C. Griffin. Washington, Gov. Print. Office, 1906. 42 p. 25½cm.
- TOSCANELLI. Vignaud, H. *Bibliografia della polemica concernente Paolo Toscanelli e Cristoforo Colombo*. Napoli, Salvietti, 1905. 2 p. l., 36 p. 26½cm.
- TRADE UNIONS. Iranzo Goizueta, R. *Las asociaciones profesionales industriale obreras*. Trade unions. (Inglaterra-Estados Unidos.) Madrid, V. Suárez, 1905. xi, 375, [2] p., 1 l. 19cm., (Biblioteca de economía social, no. 1.)
"Bibliografía": p. [353]-366.
- VIRGINIA COMPANY. Kingsbury, Susan M. *An introduction to the records of the Virginia Company of London, with a bibliographical list of the extant documents*. Washington, Gov. Print Office, 1905. 3 p. l., 5-214 p. 31 x 24½cm.
Introductory to the proposed edition of the records of the Virginia Company of London, to be published from the ms. in the Library of Congress. Also issued as the author's dissertation for the degree of doctor of philosophy, Columbia University.

INDEXES

ANNUAL LIBRARY INDEX, 1905; including periodicals American and English, essays, book-chapters, etc., bibliographies, necrology, and index to dates of principal events; ed., with the co-operation of members of the American Library Association, by W. I. Fletcher and H. E. Haines. N. Y., Office of *The Publishers' Weekly*, 1906. 10+ 416 p. O.

BIBLIOGRAPHIE DER DEUTSCHEN ZEITSCHRIFTEN-LITERATUR, mit einschluß von sammelwerken und zeitungsbeilagen. Unter mitwirkung von A. L. Jelinek und E. Roth, hrsg. von F. Dietrich. Supplementb. 6: *Bibliographie der deutschen Rezensionen 1905*. Lief. 1. Leipzig, F. Dietrich, 1906. 4°.

ENGLISH HISTORICAL REVIEW. General index of articles, notes, documents and selected reviews of books contained in the *English Historical Review*, v. 1-20, 1886-1905. N. Y., Longmans, Green & Co., 1906. 8+60 p. O.

Covers 1, General index; 2, Index of writers.

Notes and Queries

APPEAL FOR CATALOGS AND PRINTED MATERIAL.—In the early morning of March 30 the administration building of the University of Idaho, with almost the entire contents, was destroyed by fire. The loss includes the entire library of about 12,000 volumes. As our loss is very heavy for so young an institution and state we are asking for help, especially for the library. We would be glad to receive library catalogs, especially from the larger libraries, and any material which is likely to prove useful in a college library. Packages should be sent to the University of Idaho Library, Moscow, Idaho.

BELLE SWEET, *Librarian.*

ELSON'S "UNITED STATES."—A communication published in your March number states that the text of "The new illustrated history of the United States," by Henry W. Elson, published by the Review of Reviews Co., appears to be the same as that of Elson's "History of the United States of America," published by the Macmillan Company in 1904. Your correspondent is in error. Not only was the Macmillan history thoroughly revised by Mr. Elson, but a history of American literature, by the same author, which was entirely new, was incorporated in the work.

THE REVIEW OF REVIEWS COMPANY.

BULLETINS ON BOOK BUYING.—The A. L. A. committee on book buying has issued bulletin no. 21, in the familiar post-card size, dated March, 1906. It notes recent library lists of value, Australian and Canadian booksellers, and recent second-hand catalogs. The rules of the American Publishers' Association (February, 1902) regarding sale of fiction are given. The following examples of price increases are given:

"Miss Hapgood's trans. of Turgeneff, 16 v., \$32 net in N. Y., not over 5 per cent. discount. Published in London by Dent & Co. and delivered in Washington from London for \$24. These books are printed by De Vinne in N. Y., sent to London and sold there and delivered to a library in the U. S. cheaper than the same library can buy them in N. Y."

"A London house and a New York house issue circulars about the 'Political history of England,' to be published by Longmans, 12 v. The London house price \$20, the New York makes a 'special price to libraries of \$25.'"

Bulletin 20 (February) gave a useful list of dealers at home and abroad in books in foreign languages.

ART REFERENCE BOOKS.—Having recently had occasion to make as complete a collection as possible of the pictures of saints mentioned in the Roman Catholic calendar, I have consulted with more attention than usual the books in the library bearing on the subject. I find two of these so valuable that I take this opportunity of calling the attention of libraries which have had an artistic clientèle to

the "Dictionnaire historique et raisonné des peintres," par Adolphe Siret. Brussels, 1883, 2 vols., 8°, pp. 568 and 481, with useful tables of painters by schools in chronologic and alphabetic order. The illustrations, of which there are a great number, are particularly valuable, including works by many artists which are not usually selected. The other collection, which I think is not as widely known as it deserves, is the series of reproductions in photo-lithography published by Reber & Bayersdorfer, of which the first volume appeared in Munich in 1889. This library has only the first set, but I believe that a second has appeared. It is accompanied with full indexes, with short notes on the painters, and the names of the galleries in which their paintings may be found. Each volume contains about 144 plates. The possession of this set gives to a library, at a reasonable cost, the command of the best representative collections of reproductions of the great artists with which I am acquainted.

WILLIAM BEER.

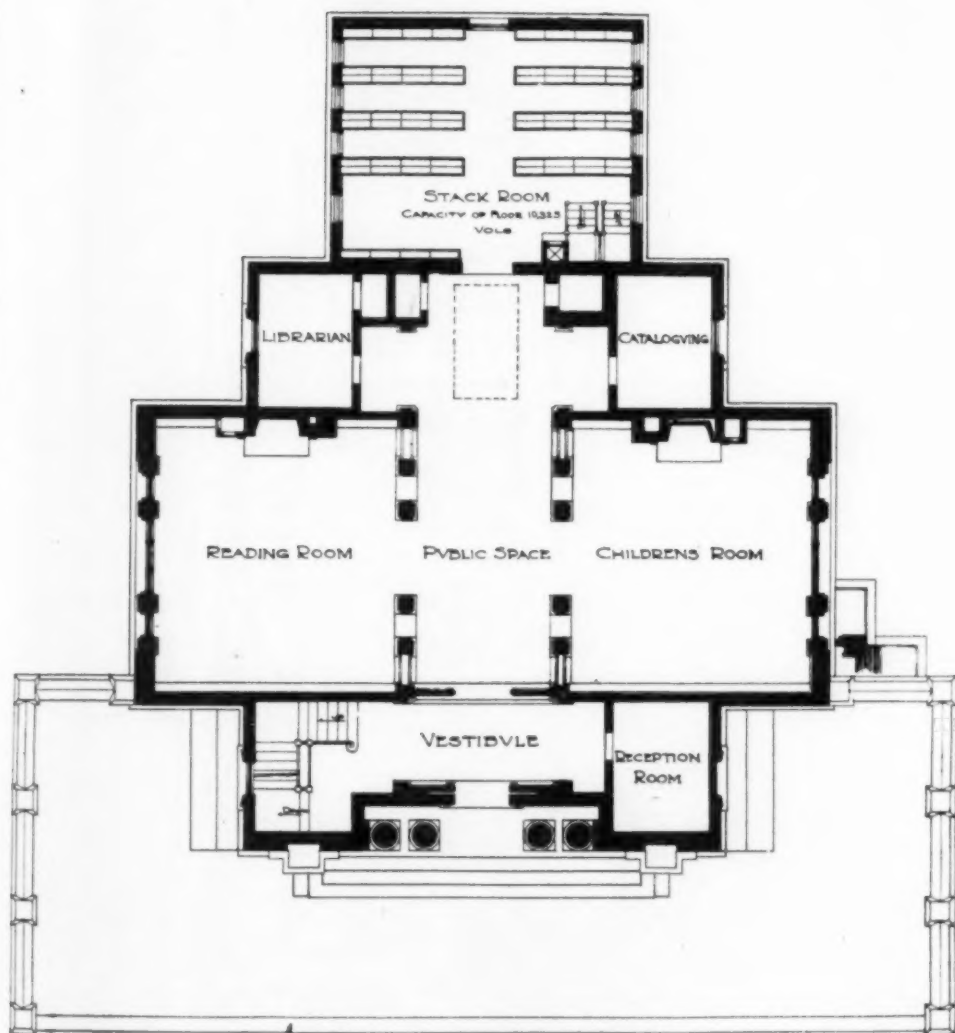
HARPER'S "BOOK OF FACTS," 1906.—The publishers are advertising this reissue as a new edition, "thoroughly revised and brought down to date by competent scholars." The title-page pronounces it "a record of history from 4004 B.C. to 1906 A.D." The first date is about as justifiable as the second. Open the book at any place and you see evidence of its being the same as the edition of 1895, with here and there a table brought down to date, noticeably under England, France, Germany, and the United States. But under most countries history stops at 1892 or thereabouts; see, e.g., Australia, Belgium, Denmark, Greece, Ireland, Italy, Mexico, Scotland, Spain and Sweden. If you look under *Battles* you might think that the world had enjoyed sweet peace since 1892, or under *Banks*, that all financial institutions had closed their doors in that year. *Churches* have been inactive for more than a decade; *medical science* has not been heard from for a score of years. The history of *Boston* closes with the opening of its new public library building, and the last event deemed worthy of chronicling under *Dublin* is the burial there of Charles Stuart Parnell (1891). For aught that this "Book of facts" tells to the contrary, the late Adolph Sutro (of library fame) is still mayor of San Francisco. Apparently none of our states have had governors for 12 years or more, and the census of 1890 is good enough for the "competent scholars" who brought the book down to date. In this process of "revision" the plates were shorn of their page numbers, and so the publishers were able by a little juggling to get up a "new edition" at a minimum cost.

T. W. KOCH,

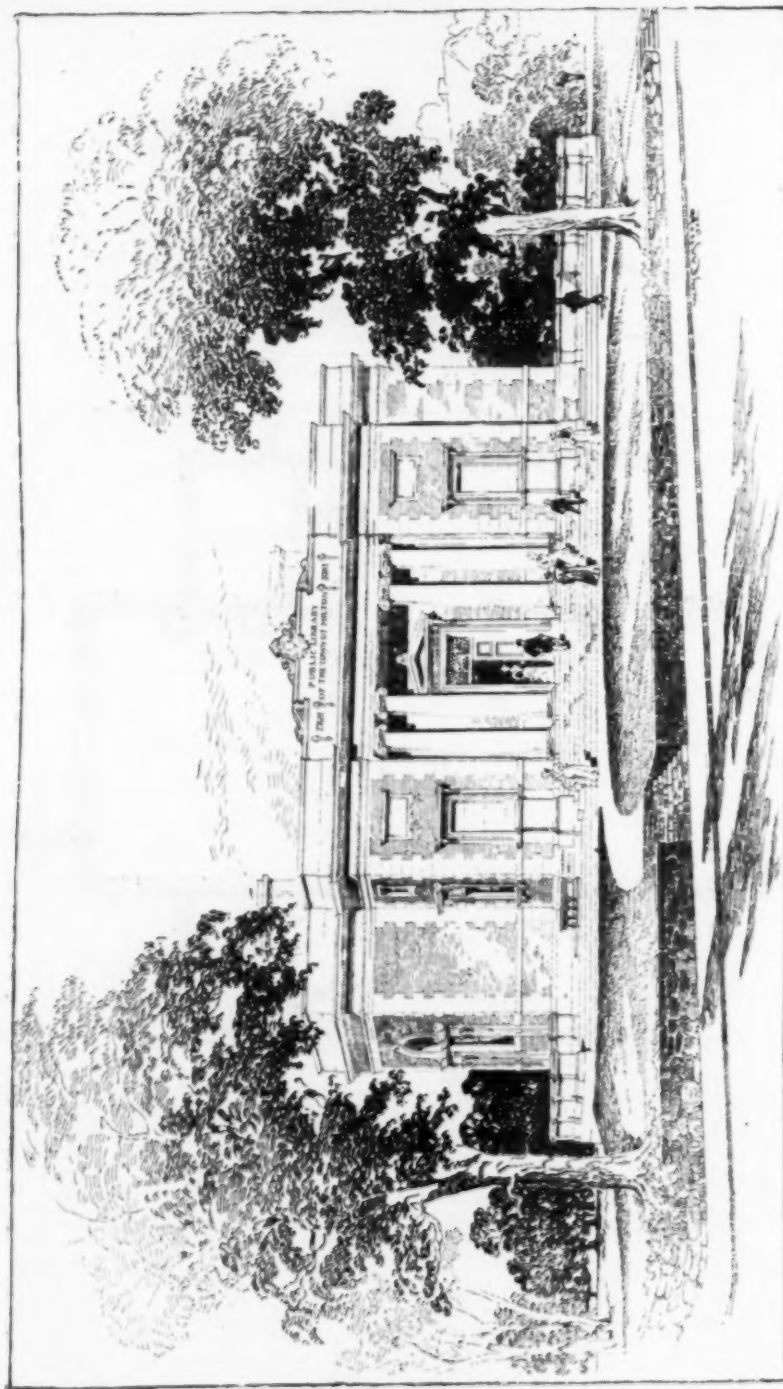
University of Michigan Library.

[A communication similar in tenor has been received from Dr. B. C. Steiner, librarian of the Enoch Pratt Free Library of Baltimore. —ED. L. J.]

PUBLIC LIBRARY FOR THE TOWN OF MILTON
SHEPLEY, RUTAN & COOLIDGE, ARCHITECTS BOSTON



FIRST FLOOR PLAN
SCALE 1/8" = 1'-0"



NEW PUBLIC LIBRARY OF THE TOWN OF MILTON
SHEPLEY RUTAN & COOLIDGE ARCHITECTS